suomi

Finnish

Language Guide

July 2015
Finnish 1.2
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Finnish
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

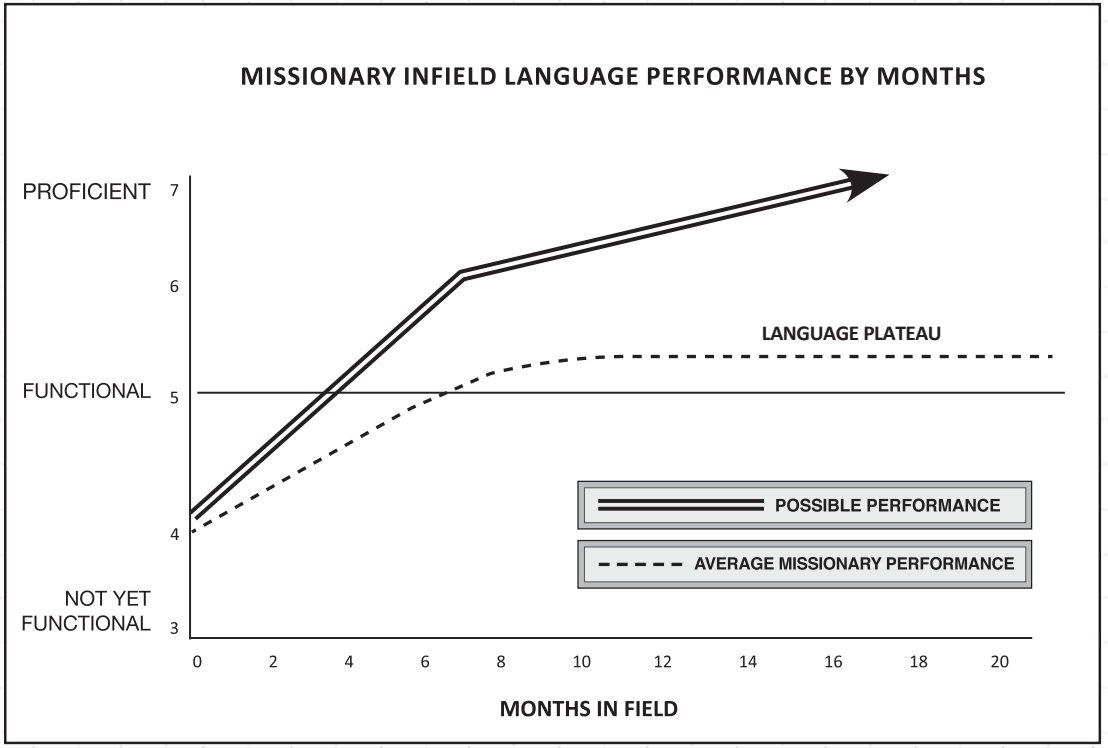
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



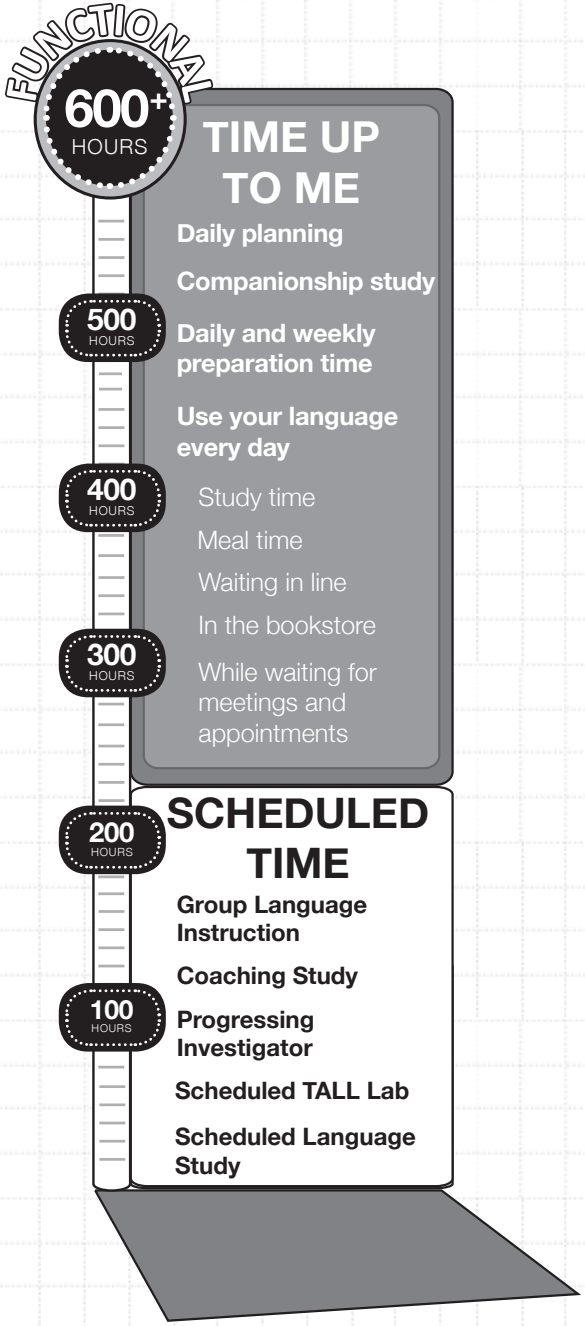
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

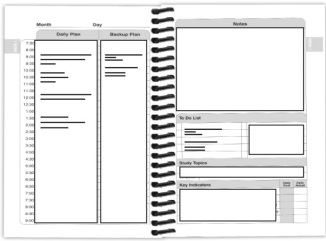
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

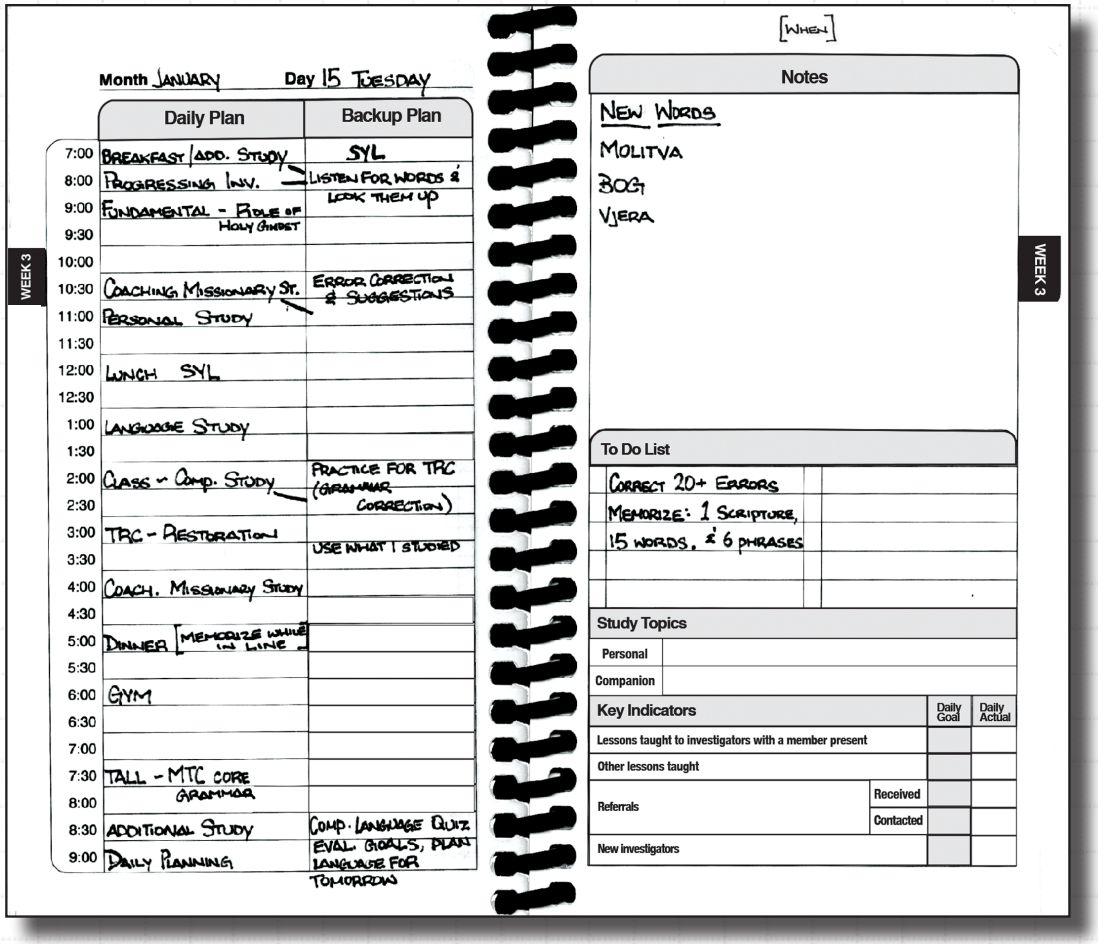
Study Plans: [how]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

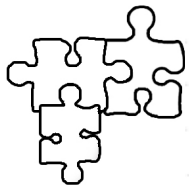
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

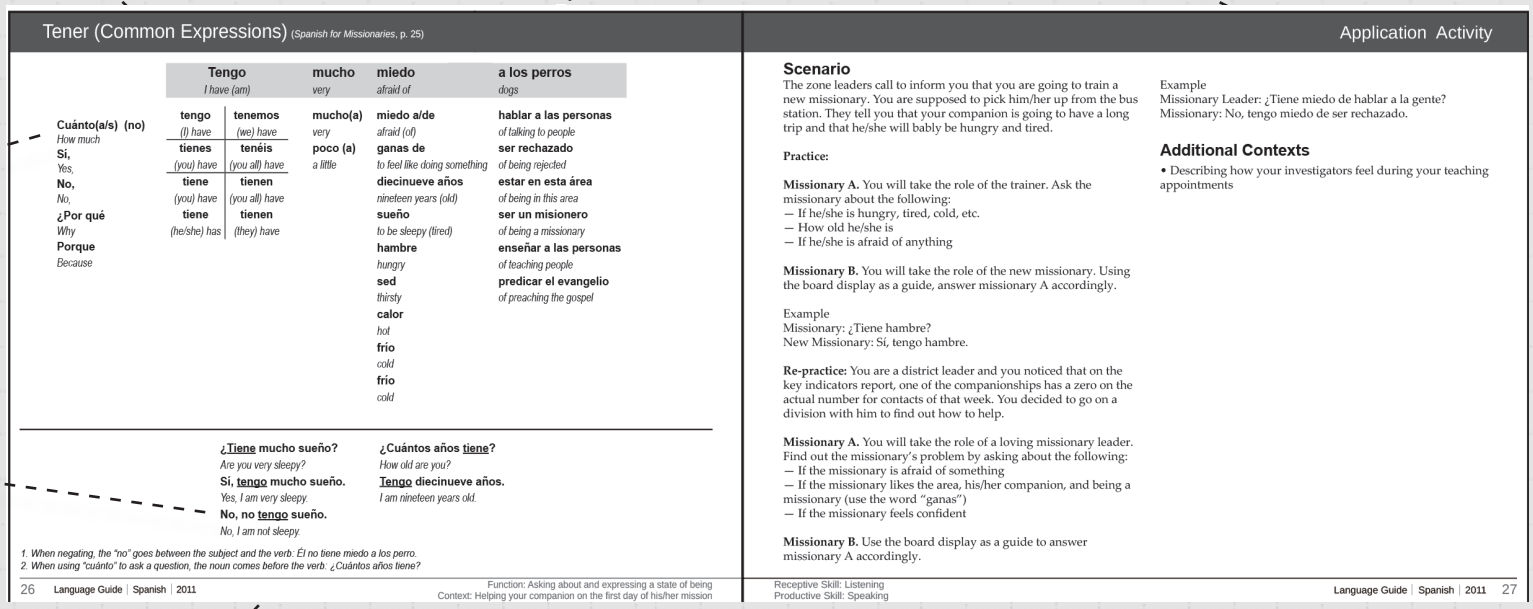
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

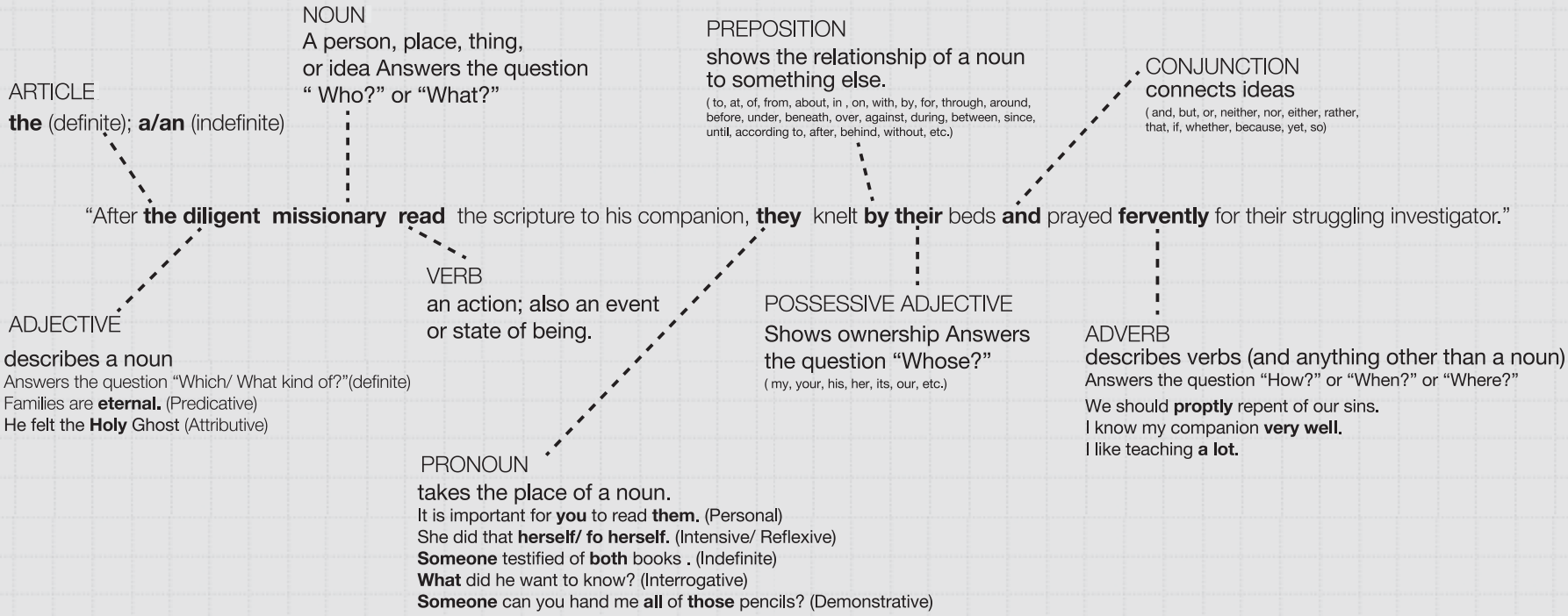
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Common Verbs	
mennä	*to go*
olla	*to be*
tulla	*to come*
kuulua	*to be heard*
pitää	*to like*
pelata	*to play*
tehdä	*to do / make*
harrastaa	*to hobby*
lukea	*to read*

Common Nouns	
lähetyssaarnaaja	*a missionary*
Vanhin	*Elder*
Sisar	*Sister*
perhe	*family*
isä	*father*
äiti	*mother*
veli	*brother*
jäsen	*member*
sisko	*sister*
edustaja	*a representative*

Review:

Think of how this task can help you help an investigator feel more comfortable as you first meet them. Practice with your companion the sentence structure in the task by introducing yourself as a missionary, asking a few simple questions, and find a few common interests.

Question phrases	
Kuka sinä olet?	**Mitä sinä teet täällä?**
Who you are?	*What do you do here?*

Pronoun			
Singular		***Plural***	
Minä	*I*	**Me**	*We*
Sinä	*You*	**Te**	*You (Plural or formal)*
Hän	*He/She*	**He**	*They (people)*
Se	*It*	**Ne**	*They (other)*

OLLA - to be stem (ole-)	
Singular	***Plural***
ole + n	**ole + mme**
ole + t	**ole + tte**
on*	**ovat***
on*	**ovat***

**irregular conjugation*

Exclamations	
Hyvä!	*Good!*
Kiitos!	*Thank you!*
Erinomaista!	*Excellent!*
Mahtavaa!	*Awesome!*
Ihanaa!	*Sweet!/Lovely!*

Numbers			
yksi	*1*	**kuusi**	*6*
kaksi	*2*	**seitsemän**	*7*
kolme	*3*	**kahdeksan**	*8*
neljä	*4*	**yhdeksän**	*9*
viisi	*5*	**kymmenen**	*10*

Practice:

Introduce yourself in Finnish to three missionaries that are not in your district. Have your companion practice translating for you to them.

Greeting	Question	Response
Terve! *Hello!* **Hei!/Moi!** *Hi!* **Hyvää huomenta!** *Good Morning!* **Hyvää päivää!** *Good Day!* **Hyvää iltaa!** *Good evening!*	**Mitä kuuluu?** *How are you?* **Entä sinulle/teille?** *And you?*	**Kiitos, hyvää!** *Thank you, good!* **Erinomaista, kiitos!** *Excellent, thank you!*

Where are you from?	
Mistä sinä olet kotoisin? *Where you are from?*	
Minä olen kotoisin *I am from..* **Hän on kotoisin** *He/She is from..* **Me olemme kotoisin** *We are from..*	**Amerikasta.** *America.* **(Utahista, Kaliforniasta, Texa-sista..** *Utah, California, Texas..)* **Kanadasta.** *Canada* **Englannista.** *England.* **Ranskasta.** *France.*

What kind of family do you have?		
Millainen perhe sinulla on? *What kind of family you have?*		
Subj. + To Have	**Adjectives**	**Noun**
Minulla on *I have* **Sinulla on** *You have* **Hänellä on** *He/She has*	**pieni** *small* **iso** *big* **neljä** *four*	**perhe.** *a family* **veli/veljeä.** *a brother(s)* **sisko/siskoa.** *a sister(s)* **lapsi/lasta.** *a child(ren)*

ja *and*

What is your name?	
Mikä on sinun nimesi? *What is your name?*	
Minun nimeni on ____. *My name is..*	**Hänen nimensä on _____.** *His/Her name is....*

Sub + OLLA		Object
Minä olen *I am*	**Myöhempien Aikojen Pyhien** **Jeesuksen Kristuksen Kirkon** *(The Church of Jesus Christ of Latter-day Saints')* **Kristuksen** *Christ's* **kirkon** *church's* **Jumalan** *God's*	**lähetyssaarnaaja.** **lähetyssaarnajia.** *missionary(ies)* **edustaja.** **edustajia.** *representative(s)* **jäsen.** **jäseniä.** *member(s)* **lapsi(a).** *child(children)*
Hän on *He/She is*		
Me olemme *We are*		
Sinä olet *You are*		

What are your hobbies?	
Mitä sinä harrastat? *What you hobby?*	
Minä harrastan *I hobby..* **Hän harrastaa** *He/She hobbies..* **Me harrastamme** *We hobby..*	**koripalloa** *basketball* **lentopalloa** *volleyball* **laulamista** *singing* **piirustusta** *drawing* **jalkapalloa** *football* **lukemista** *reading*

Farewells
Oli hauska tavata! *It was nice to meet you!* **Näkemiin!** *Goodbye!* **Nähdään!** *See ya!* **Hei Hei!** *Bye-Bye!*

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Noun	
pyhät kirjoitukset	*holy scriptures*
profeetta (profeetat)	*prophet* (s)
Pyhä Henki	*Holy Ghost*
taivaan Isä	*Heavenly Father*
Jeesus Kristus	*Jesus Christ*
Jumala	*God*
rukous	*prayer*
Vapahtaja	*Savior*
parannus	*repentance*
ilmoitus	*revelation*
vastaus	*answer*
rauha	*peace*
synti	*sin*
usko	*faith*

Verbs	
auttaa	*to help*
välittää	*to care*
antaa	*to give*
tarjota	*to offer*
antaa anteeksi	*to forgive*
siunata	*to bless*
haluta	*to want*
vahvistaa	*to strengthen*

Question Words	
kuka	*who*
mitä	*what*
missä	*where*
milloin	*when*
miksi	*why*
miten	*how*

Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought-provoking questions, and providing a few simple statements of truth.

Question phrases	
Uskotko Jumalaan?	**Oletko uskovainen?**
Do you believe in God?	*Are you religious (a believer)?*
Käytkö kirkossa?	
Do you go to church?	

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him/her and that he/she can approach Him through prayer and the scriptures...), then use the sentences in the task to be able to accomplish your goal.

Question word	Subject	Verb	Object
Miksi *Why*	**usko** *faith*	**on** *is*	**tärkeä?** *important?*
Kuka *Who*	**Joseph Smith** **Jumala** *God*	**oli** *was* **on** *is*	-
Kuinka *How*	**perheet** *families*	**voivat olla** *can be*	**ikuisia?** *eternal?* **onnellisia?** *happy?*
Mitä *What* **Kuka** *Who*	**totuus** *truth* **Jeesus Kristus** *Jesus Christ*	**merkitsee** *means* **on** *is*	**sinulle?** *to you?*
Mistä *Of what* **Mitä** *What*	**Mormonin Kirja** *The Book of Mormon*	**todistaa** *testifies* **opettaa** *teaches*	**meille?** *to us?*

Subject	Verb	Noun
Jumala *God* **Vapahtaja** *The Savior*	**rakastaa** *loves*	**sinua.** *you.* **meitä.** *us.*
	pitää huolen *takes care*	**sinusta.** *you.* **meistä.** *of us.*
	tuntee *knows*	**sinut.** *you.*
	kuulee *hears*	**meitä.** *us.*

Uskotko, että...?
Believe you that ... ?
Me haluamme kertoa sinulle, että...
We want to tell you that ...

Subject	Verb		Object
Jumala *God* **Jeesus Kristus** *Jesus Christ*	**on** *is*	**sinun** *your*	**taivaallinen Isäsi.** *heavenly Father.*
		meidän *our*	**Vapahtajamme.** *Savior.*
Evankeliumi *The gospel*	**siunaa** *blesses*		**perheitä.** *families.*
Joseph Smith *Joseph Smith*	**oli** *was*	**Jumalan** *God's*	**profeetta.** *prophet.*
Mormonin Kirja *The Book of Mormon*	**todistaa** *testifies*	**meille** *to us*	**Kristuksesta.** *of Christ.* **Kristuksen evankeliumia.** *the Gospel of Christ.* **luottamaan Jumalaan.** *to trust God.*
Usko *Faith*	**opettaa** *teaches*	**meitä** *us*	
Vapahtajan Sovitus *The Saviors Atonement*	**puhdistaa** *clean*	**meidät** *us*	**synnistä.** *from sin.*

mutta *but*
ja *and*
myös *also*
koska *because*
että *that*

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Common Verbs	
rukoilla	*to pray*
kiittää	*to thank*
pyytää	*to ask*
oppia	*to learn*
ohjata	*to guide*
huomata	*to recognize*
tuntea	*to feel*

Common Nouns	
esimerkki	*example*
todistus	*testimony*
mahdollisuus	*an opportunity*
tutkija	*investigator*
siunaus	*a blessing*

Review:

Remember that prayer is the way for us to communicate with God. With this in mind, discuss with your companion the needs of your current investigator. Insert their name in your prayers and then add in some of their specific concerns.

Adjectives	
taivaallinen	*heavenly*
rakas	*dear*
kiitollinen	*thankful*
iankaikkinen	*eternal*
pyhä	*holy*

Question phrases	
Voimmeko rukoilla? *Can we pray?*	**Voitko sinä pitää rukouksen?** *Can you say the prayer?*
Onko sinulla (ollut) mitään kokemuksia rukouksesta? *Have you (had) any experiences with prayer?*	

Additional Practice:

From now on pray only in Finnish. In the white space on these pages write any additional vocabulary that you want to use in your prayers. Pray specifically for you and your companion. Continue to add to your prayers until you are able to pray as personally as you can in English.

Addressing Heavenly Father

Possessive /Adjective		Noun
-	**Rakas** *Dear* **Pyhä** *Holy* **Iankaikkinen** *Eternal*	**taivaallinen Isä** *Heavenly Father*
Meidän *Our*		**taivaallinen Isämme** *heavenly Father*

Subject	Verb	Adjective	(pronoun)	Noun + -sta (+P.P.G.S)
Minä *I* **Me** *We*	**olen** *am* **olemme** *are*	**kiitollinen** **kiitollisia** *grateful*	**(minun)** *(my)* **(meidän)** *(our)*	**siunauksistani.** **siunauksistamme.** *for (my/our) blessings.* **pojastasi, Jeesuksesta Kristuksesta.** *for Thy Son, Jesus Christ.* **perheestäni.** **perheistämme.** *for my family/our families.* **toveristani.** *for my companion.* **Mormonin Kirjasta** *for the Book of Mormon* **tästä päivästä.** *for this day*
	kiitän **kiitämme** *thank*		**sinua** *you*	

Ask	Verb	Partitive Object	Verb	Object
Minä pyydän Sinua *I ask Thee to* **Me pyydämme Sinua** *We ask Thee to*	**auttamaan** *to help* **siunaamaan** *to bless* **ohjaamaan** *to guide*	**Maria** *Mary* **toveriani** *my companion* **perhettäni** *my family* **meitä** *us* **tutkijaamme** *our investigator*	**tuntemaan** *to feel* **huomaamaan** *to recognize*	**Hengen** *the spirit* **hänen siunauksensa** *his/her blessings*
			Noun +lla	
			kielillä puhumisen lahjalla *the gift of tongues* **uskolla** *faith* **voimalla** *strength* **todistuksella** *testimony*	

+

So That	Subj + Can	Verb Phrase
niin että *so that*	**minä voin** *I can* **hän voi** *he/she can* **me voimme** *we can*	**opettaa voimalla.** *teach with power* **kunnioittaa käskyjä.** *respect the commandments* **tuntea iloa.** *to know joy* **oppia suomen kielen.** *learn the Finnish language.*

Jeesuksen Kristuksen nimessä, Aamen.

In the name of Jesus Christ. Amen.

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Common Verbs	
todistaa	*to testify*
tietää	*to know*
uskoa	*to believe*
seurata	*to follow*
kunnioittaa	*to respect*

Common Nouns	
sovitus	*the atonement*
kaste	*baptism*
laki	*law*
ylösnousemus	*resurrection*
lankeemus	*the Fall*
kärsimys	*suffering*
armo	*mercy*
rakkaus	*love*
tieto	*knowledge*

Adjectives	
totta	*true*
armollinen	*merciful*
rakastava	*loving*
iloinen	*glad*
luotettava	*trustworthy*
vahva	*strong*

Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the atonement has helped you in your life. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

Question phrases	
Mikä on todistus?	**Kuinka voi saada todistuksen?**
What is a testimony?	*How can one receive a testimony?*

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to known our conviction concerning Christ and His Atonement). Use the sentences in the task to be able to accomplish your goal.

Question	Subj+Verb	Subject + Verb	Conjunction	Subject	Verb		conjunction	
Kuinka/Miten *How*	**sinä voit tietää** *can you know* **me voimme tietää** *we can know*	**Minä tiedän/todistan** *I know/testify* **Me tiedämme/todistamme** *We know/testify*	**että** *that*	**Jumala** *God* **Jeesus Kristus** *Jesus Christ* **Pyhä Henki** *Holy Ghost*	**on** *is*	**meidän taivaallinen Isämme** *our heavenly Father* **Jumalan Poika** *God's son* **armollinen** *merciful* **aina läsnä** *always there*	**ja** *and*	**rakastava** *loving* **ohjaa** *guides*
	Uskotko *Do you believe*							

Verb (Present Participle)	Noun	Subject + Voida-verb	Verb	Noun-phrase
Seuraamalla *By following* **Tutkimalla** *By studying* **Kunnioittamalla** *By respecting*	**Jeesusta Kristusta** *Jesus Christ* **Onnensuunnitelmaa** *the plan of happiness* **Jumalan käskyjä** *God's commandments*	**sinä voit** *you can* **minä voin** *I can* **me voimme** *we can*	**tuntea** *feel* **saada** *receive* **kasvattaa** *grow*	**iloa** *happiness* **toivoa** *hope* **lisää ymmärrystä** *more understanding* **uskoa** *faith*
Luottamalla *By trusting*	**Hänen Sovituksensa voimaan** *in the power of His atoning sacrifice*			

Minä todistan, että *I testify that ...*
Me lupaamme sinulle, että *We promise you that ...*

Noun + Gen.	Through	Able To	Verb	Noun
Pyhän Hengen *The Holy Ghost* **Kristuksen sovituksen** *The Atonement of Christ* **Uskon** *Faith*	**kautta** *through*	**minä voin** *I am able* **me voimme** *we are able* **sinä voit** *you are able*	**tuntea** *to feel* **saada** *to receive*	**rauhaa.** *peace.* **iankaikkisen elämän.** *eternal life.* **synnit anteeksi.** *sins forgiven.*

Vocabulary:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
ajatella	*to think*
kastaa	*to baptize*
saarnata	*to preach*
nähdä	*to see*
tehdä parannusta	*to repent*

Indicators of Time	
nyt	*now*
tänään	*today*
eilen	*yesterday*
huomenna	*tomorrow*
tänä iltana	*tonight*
tänä viikonloppuna	*this weekend*
tällä viikolla	*this week*
ensi viikolla	*next week*
tässä kuussa	*this month*
ensi kuussa	*next month*
viime vuonna	*last year*

Days of the Week	
Maanantai	*Monday*
Tiistai	*Tuesday*
Keskiviikko	*Wednesday*
Torstai	*Thursday*
Perjantai	*Friday*
Lauantai	*Saturday*
Sunnuntai	*Sunday*

Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

Note that the word “will” as it pertains to future action does not exist in finnish.
i.e. He will bless = **He blesses**

Addional note: “If/then” statements
In Finnish, **IF/THEN** statements are said **IF/SO**. An example: **Jos** me seuraamme Kristusta, **niin** Jumala siunaa meitä.

Additional Practice:

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his/her progress with keeping invitations, then promise blessings and check for understanding.

Invitation		When?
Luetko *Will you/Do you read* **Rukoiletko** *Will you/Do you pray* **Tuletko** *Will you come to church*	**Mormonin Kirjaa** *Book of Mormon* **kastepäivästäsi** *of your baptismal date* **kirkkoon** *to church*	**päivittäin?** *daily?* **nyt?** *now?* **sunnuntaina?** *Sunday?*

Follow-Up	
Oletko sinä lukenut *Have you read* **Oletko sinä rukoillut** *Have you prayed*	**Mormonin kirjaa?** *the Book of Mormon?* **kasteesta?** *about baptism*

Minä tiedän, että *I know that ...*
Me lupaamme sinulle, että *We promise you that ...*

Conjunction	Subject + Verb (Conjugated)		Subject + voida	Verb	Rest of Phrase
Jos *If* **Kun** *When*	**sinä menet kasteelle** *you are baptized* **sinä tulet kirkkoon** *you come to church* **me rukoilemme** *we say a prayer* **luemme mormonin kirjaa** *we read the Book of Mormon*	**(niin)** *(then)*	**sinä voit** *you will be able to/can* **me voimme** *we will be able to/can*	**tuntea** *feel* **tietää** *to know* **löytää** *to find*	**olevasi puhdas.** *being clean.* **rauhaa.** *peace.* **Jumalan rakkauden.** *the love of God.* **Mormonin Kirjan olevan totta.** *the Book of Mormon is true.* **vastauksia.** *the answers.*

Question word	Subject	Verb
Miltä *How* **Mitä** *What*	**sinusta** *you* **sinä** *you*	**tuntuu?** *feel?* **ajattelet?** *think?*

Voida/Saada + ko	Verb	Time Indicator
Voimmeko/Saammeko *Can we*	**tulla takaisin** *to come back*	**huomenna?** *tomorrow?* **tänä Perjantaina?** *this Friday?* **ensi viikolla** *next week?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Adjectives	
vilpitön	*sincere*
todellinen	*real*
uskollinen	*faithful*
nöyrä	*humble*
rohkea	*brave*
kuuliainen	*obedient*
onnellinen	*happy*

Nouns	
jae	*verse*
kohta	*passage*
luku	*chapter*
ajatus	*thought*
sydän	*heart*
aie	*intention*
totuus	*truth*
kysymys	*question*
epäily	*doubt*
opastus	*guidance*

Verbs	
soveltaa	*to apply*
opettaa	*to teach*
kysyä	*to ask*

Scriptures	
Raamattu	*Bible*
Uusi Testamentti	*New Testament*
Vanha Testamentti	*Old Testament*
Mormonin Kirja	*Book of Mormon*
Oppi ja Liitot	*Doctrine and Covenants*
Kallisarvoinen Helmi	*Pearl of Great Price*

Review:

Find a scripture that can apply to your investigators current situation. Role-play with your companion introducing the scripture, giving the reference, and applying it specifically to the investigators situation in life. Select a different scripture and switch roles.

Numbers			
yksitoista	*11*	**kuusikymmentä**	*60*
kaksitoista	*12*	**seitsemänkymmentä**	*70*
kolmetoista	*13*	**kahdeksankymmentä**	*80*
neljätoista	*14*	**yhdeksänkymmentä**	*90*
viisitoista	*15*	**sata**	*100*
kuusitoista	*16*	**satayksi**	*101*
seitsemäntoista	*17*	**satakaksi**	*102*
kahdeksantoista	*18*	**kaksisataa**	*200*
yhdeksäntoista	*19*	**kaksisataayksi**	*201*
kaksikymmentä	*20*	**kaksisataakaksi**	*202*
kaksikymmentäyksi	*21*	**kolmesataa**	*300*
kaksikymmentäkaksi	*22*	**neljäsataa**	*400*
kolmekymmentä	*30*	**viisisataa**	*500*
neljäkymmentä	*40*	**tuhat**	*1000*
viisikymmentä	*50*	**tuhatsatakymmenen**	*1110*

Numbers 1-10 on page 20.

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Citing the Scripture							
Mormonin Kirjassa *In the Book of Mormon* **Raamatussa, Uudessa Testamentissa** *In the Bible, in the New Testament* **Oppi ja Liitot kirjassa** *In the Doctrine and Covenants (book)*	**Alman kirjassa** *in the book of Alma* **Matteuksen evankeliumissa** *in the gospel of Matthew*	**luvussa** *in chapter (section)*	#	**jakeessa** *in verse* **jakeissa** *in verses*	#	**ja** *and* **viiva** *through*	#

+

Pronoun	Verb	Question phrase
meille *to us*	**opetetaan** *is taught*	**miltä Pyhä Henki tuntuu.** *how Holy Ghost feels like.*
meitä *us*	**neuvotaan** *is councelled*	**kuinka (me) saamme vastauksia.** *how (do we) to receive answers.*
meiltä *from us*	**kysytään** *is asked*	**mitä usko on.** *what faith is.*

Invite to Read
Voitko sinä lukea (sen/ne) ääneen? *Can you read (it/them) out loud?*
Minä voin lukea (sen/ne). *I can read (it/them).*

Question Word	subject	verb	
Mitä *What*	**sinä** *you*	**ajattelet** *think* **tunnet** *feel*	**tästä kohdasta?** *of this passage.* **sydämessäsi?** *feel in your heart*

Question Word	Noun		Verb
Mitä *What*	**kuiskaus** *a whisper* **usko** *faith* **parannus** *repentance* **kaste** *baptism*	**(sinun mielestäsi)** *(according to you)*	**tarkoittaa?** *means?*

How	Prounoun	Can	Verb	Adjective
Kuinka *How*	**sinä** *you*	**voit** *can*	**tulla** *become*	**iloisemmaksi?** *more happy?* **rohkeammaksi?** *more brave?* **nöyremmäksi?** *more humble?* **kuuliaisemmaksi?** *more obedient?*
	me *we*	**voimme** *can*		

How	Pronoun	Can	Verb	Noun
Kuinka *How*	**sinä** *you*	**voit** *can*	**soveltaa** *to apply* **käyttää** *to use*	**profeettojen opetuksia?** *prophets' teachings.* **rukousta?** *prayer?* **tätä jaetta?** **näitä jakeita?** *this/these verse(s)?* **tätä esimerkkiä?** *this example?*
	me *we*	**voimme** *can*		

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Common Verbs	
löytää	*to discover*
päättää	*to decide*
soimata	*reproach (upbraid)*
opiskella	*to study*
vierailla	*to visit*
vastata	*to answer*
kuunnella	*to listen*
kuulla	*to hear*
ymmärtää	*to understand*
etsiä	*to seek*
rakastaa	*to love*

Nouns	
viisaus	*wisdom*
lehto	*grove*
sana	*word*
lapset	*children*
keho	*body*
kirkko	*church*
kirja	*book*
palautus	*restoration*
valo	*light*
hohde	*luster*
kirkkaus	*brightness/glory*

Adjectives	
kirkas	*bright*
mahdoton	*impossible*
aulis	*willing*
vanhurskas	*righteous*

Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can build a personal testimony.

Additional Study:

Memorize Joseph Smith's First Vision in Finnish (SME s. 37)

Memorize James 1:5 in Finnish

In the year 1820
vuonna tuhat-kahdeksan-sataa-kaksi-kymmentä

*in Finnish numbers are spelled together
**Numbers on page 20&30

Additional Practice:

Try to tell the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Bear Testimony task, bear your personal testimony of the First Vision.

Nom.	Past Verb	Inf. Verb	If There Is	Nom.
Joseph Smith *Joseph Smith* **Hän** *He*	**halusi** *wanted* **tahtoi** *desired*	**tietää** *to know*	**onko olemassa** *if there is*	**tosi kirkko.** *true church.* **Jumala.** *God.* **syntien anteeksi antoa.** *forgiveness of sins.*
Minäkin *I too*	**halusin** *wanted* **tahdoin** *desired*			

Noun	Past Verb	Phrase
Hän *He*	**päätti** *decided* **alkoi** *began*	**rukoilla Jumalaa.** *to pray to God.* **tutkia Raamattua.** *to study the Bible.* **vierailla kirkossa.** *to visit church.*
Minä *I*	**päätin** *decided* **aloin** *started*	

Nom.	Past Verb	Acc.
Jumala *God* **Jeesus** *Jesus* **Henki** *The Spirit*	**vieraili** *visited* **vastasi** *answered* **kuuli** *heard*	**Josephin luona.** *Joseph.* **minulle.** *for me.* **minua.** *me.*

Subject	Past Verb	That	Phrase
Hän *He*	**sai tietää** *got to know* **oppi** *learned*	**että** *that*	**Jumala ja Jesus ovat kaksi eri persoonaa.** *God and Jesus are two separate beings.* **Jumalalla on fyysinen keho.** *God has a physical body.* **Jumala rakastaa Hänen lapsiaan.** *God loves His children.* **Jumala vastaa rukouksiin.** *God answers prayers.*
Minä *I*	**sain tietää** *got to know* **opin** *learned*		

Siitä syystä
For that reason
Sen jälkeen
After that
Tällä hetkellä
In this moment
Ja nyt
And now
Tämän takia
Because of this

Subject (+voida)	Verb	That	Noun	Verb	Part. Noun
Joseph *Joseph* **Hän** *He*	**tiesi** *knew* **ymmärsi** *understood*	*että* *that*	**Jumala** *God* **Jeesus** *Jesus*	**kuulee** *hears* **ohjaa** *leads* **siunaa** *blesses*	**Hänen lapsiaan.** *His children.* **kaikkia.** *everyone.* **meitä.** *us.* **sinua.** *you.*
Sinä voit *You can*	**tulla tietämään** *come to know*				

	Subject	Voida-Verb	Also	Verb	Object
Aivan kuten Joseph, *Just like Joseph,*	**sinä** *you* **me** *we*	**voit** *can* **voimme** *can*	**myös** *also*	**tuntea** *to feel*	**rauhaa.** *peace.* **Jumalan.** *God.*
				tietää *to know*	**totuuden.** *the truth.*

To be verb, Negation and Conjugation

Minä *I*			**olen** *am*	**lähetyssaarnaaja.** *missionary*
Minä *I* **Sinä** *you* **Hän** *he/she* **Jeesus** *Jesus*	**en** *not* **et** *not* **ei** *not*	**ole*** *is*	**oLLA → ole- → olen** *am* **oLLA → ole- → olet** *are* **oLLA → on*** *is*	**Vanhin _____.** *Elder _____* **Sisar _____.** *Sister _____* **lähetyssaarnaaja.** *missionary* **kirkon edustaja.** *Church representative*
Me *We* **Te** *You (pl.)* **He** *They (human)*	**emme** *not* **ette** *not* **eivät** *not*	**ole*** *are*	**oLLA → ole- → olemme** *are* **oLLA → ole- → olette** *are* **oLLA → ovat*** *are*	**Jumalan lapsia.** *God's children* **kirkon edustajia.** *Church representatives* **lähetyssaarnaajia.** *missionaries*

Me olemme lähetyssaarnaajia.
I am a missionary.
Me emme ole lähetyssaarnaajia.
I am not a missionary.

Minä olen Vanhin _____.
I am Elder _____.
Minä en ole Vanhin _____.
I am not Elder _____.

**Irregular verb form*

Function: Asking about and expressing a state of being
Context: Introductions

Scenario

You and your companion are contacting in Kaivopuisto. You meet someone and you introduce yourselves. Use the board display and any other grammar principles that you know to introduce yourselves.

1. Practice: In pairs, one missionary will take the role of a person in Kaivopuisto and the other will fill the role of the missionary. Introduce yourself.

2. Re-practice: Switch roles and repeat the practice activity. Example: Missionary: Minä olen Vanhin _____.

Additional Scenario(s)

It's your first Sunday in Finland, and the bishop asks you to introduce yourself in sacrament meeting. Introduce yourself to others.

Action Sentences

	Mormonin kirja *The Book of Mormon*	**tuo** *brings*	**siunauksia.** *blessings.*
Mitä *What* (?)	**Mormonin kirja** *The Book of Mormon* **Se** *It*	**sisältää** *includes* **tuo** *brings* **antaa** *gives*	**evankeliumin täyteyden** *the fulness of the Gospel* **kestävän rauhan** *lasting peace* **kaikki vastaukset** *all answers* **profeettojen opetuksia** *prophets' teachings* **opetuksia Kristuksesta** *teachings about Christ* **siunauksia** *blessings* **totuutta** *truth* **vastauksia** *answers*

Mitä Mormonin Kirja sisältää?
What does the Book of Mormon include?
Mormonin Kirja sisältää evankeliumin täyteyden.
The Book of Mormon includes the fulness of the Gospel.

Mitä Mormonin Kirja antaa?
What does the Book of Mormon give?
Mormonin Kirja antaa vastauksia.
Mormonin Kirja gives answers.

The object of the action sentence will be in either accusative or partitive.

Function: Asking about and describing actions and events
Context: Teaching about the Book of Mormon

Scenario

You are trying to buy a train ticket, and the machine is not working. A young man named Lassi comes and helps you. After you say thank you, he asks what is that book about that you are holding in your hands. Teach Lassi about the Book of Mormon. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Lassi and the other will fill the role of the missionary. Teach Lassi about the Book of Mormon.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Mormonin Kirja sisältää evankeliumin täyteyden.

Additional Scenario(s)

Liisa is a new investigator. Teach her how to receive answers to prayers and what the Holy Ghost does.

Questions with –ko/-kö

Luetko
Will (you) read

Mormonin Kirjaa?
the Book of Mormon?

UskO~~A~~ → usko-
Believe

+n	**+mme**
+t	**+tte**
DLV	**+vat**

RukoiL~~LA~~ → rukoile-
Pray

LukE~~A~~ → luke-
Read

+ko/kö

Jumalaan?
in God?
Kristukseen?
in Christ?

tänä iltana?
tonight?
sanomastamme?
about our message

Mormonin kirjaa?
Book of Mormon?
tämän luvun?
this chapter?

Rukoiletteko sanomastamme?
Will you(pl.) pray about our message?

Uskotko Kristukseen?
Do you believe in Jesus?

When you use 1st or 2nd person do not forget to use consonant gradation.

Function: Asking about and describing a state of being
Context: Asking questions to discover needs / Extending invitations

Scenario

A recent convert Liisa has brought a friend (Niina) to church with her. You have a chance to talk to Niina after Church. Try to find out her needs by asking questions. Use the board display and any other grammar principles that you know to ask questions.

1. Practice: In pairs, one missionary will take the role of Niina and the other will fill the role of the missionary. Ask questions from Niina

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Uskotko Jumalaan?

Additional Scenario(s)

You have taught Annika the message of the Restoration. You go for another visit. During the visit you are not quite sure is she understanding the message. Ask her different questions to make sure she is understanding what you taught previously. Also invite her to keep a commitment.

Questions with Question Words

Mitä *What*	**sinä** *you (sing.)*	**tiedät** *know*	**Jumalasta?** *about God?*
Mitä *What (?)*	**se** *it*	**~~olla~~ → on** *is*	**sinulle?** *to you (sing.)*
Mikä *Which (?)*	**Jeesus** *Jesus*	**merkITÄ → merkitsee** *means*	
Miksi *Why (?)*	**sovitus** *atonement*		**tärkeä?** *important?*
Milloin *When (?)*			
Kuinka/Miten *How (?)*	**sinä** *you (sing.)*	**tieTÄ~~Ä~~ → tiedät** *know*	**siitä?** *about it?*
Kuka *Who (?)*			

Mitä sovitus merkitsee sinulle?
What does the atonement mean to you?

Kuinka te tiedätte siitä?
How do you know about it?

Kuka Jeesus on?
Who is Jesus?

Miksi se on tärkeä?
Why is it important?

Function: Asking about and describing objects, people, and their characteristics
Context: Asking questions to discover needs

Scenario

You are teaching Samuli. You met him on a street, but found out very little about him, as he seems reluctant to open up. Ask questions from Samuli to find out what he needs to come closer to Christ. Use the board display and any other grammar principles that you know to find out his needs.

1. Practice: In pairs, one missionary will take the role of Samuli and the other will fill the role of the missionary. Find out Samuli's needs by asking questions.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Mitä Jeesus merkitsee sinulle?

Additional Scenario(s)

You were tracting and happened to knock on the door of Mia. You find out that she used to meet with the missionaries years ago. Ask her questions to find out what she knows and where she is in the process of conversion.

Past Negative Sentences (Past Active Participle)

	Ihmiset *People*	**eivät** *did not*	**seuranneet** *follow*	**Jeesusta Kristusta.** *Jesus Christ.*
Kuka/Mikä *Who/What (?)*	**Profeetta** *The Prophet* **Pappeus** *The Priesthood* **Kirkko** *Church*	**ei** *not*	**oLL~~A~~ → oll<u>ut</u>** *was* **toiml~~A~~ → toimin<u>ut</u>** *work/function*	**maan päällä** *on earth* **enää** *anymore*
Ketkä *Who (pl) (?)*	**Jumalattomat** *Wicked people* **Ihmiset** *People* **Kansat** *Nations*	**eivät** *not*	**palveL~~LA~~ → palvell<u>eet</u>** *worship* **seurA~~TA~~ → seuranne<u>et</u>** *follow*	**Jeesusta Kristusta** *Jesus Christ* **Jumalaa** *God*

Kuka ei ollut maan päällä?
Who was not on the earth?
Jeesuksen Kristuksen kirkko ei ollut maan päällä.
Jesus Christ's church was not on the earth.

Ketkä eivät seuranneet Jumalaa?
Who did not follow God?
Ihmiset eivät seuranneet Jumalaa.
People did not follow God.

Function: Asking about and describing actions and events
Context: Teaching about the apostasy

Scenario

You and your companion are ordering kebab from New Time Pizza when the restaurant worker asks you what the difference there is between the Lutheran Church and the LDS Church. Answer the man's question by briefly teaching about the apostasy.

1. Practice: In pairs, one missionary will take the role of the restaurant worker named Jukka. The other missionary will briefly touch on the apostasy by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Mikä ei ollut maan päällä? Missionary: Jeesuksen Kristuksen kirkko ei ollut maan päällä.

Additional Scenario(s)

As senior companion you are calling your district leader to report on how your day went. Your district leader asks what you taught your investigator Jarmo and how Jarmo reacted to what was taught.

Possessive Pronouns

Meidän	**Lunastajamme**	**rakastaa kaikkia ihmisiä.**		
Our	*Redeemer*	*loves all people.*		
~~**Minä**~~ → **Minun**	**Vapahtaja-**	**+ni**	**pelastaa kaikki**	**-ko**
My	*Savior*		*saves all*	?
~~**Sinä**~~ → **Sinun**	**Lunastaja-**	**+si**	**rakastaa kaikkia ihmisiä**	
Your	*Redemeer*		*loves all people*	
~~**Hän**~~ → **Hänen**		**+nsa**	**kärsi**	
His/hers			*suffered*	
~~**Me**~~ → **Meidän**		**+mme**	**kuoli**	
Our			*died*	
~~**Te**~~ → **Teidän**		**+nne**		
Your (pl.)				
~~**He**~~ → **Heidän**		**+nsa**		
Their				

Rakastaako meidän Vapahtajamme kaikkia ihmisiä?
Does our Savior love all people?
Meidän Vapahtajamme rakastaa kaikkia ihmisiä.
Our Savior loves all people.

When forming a yes/no question add the –ko participle to the end of the verb and start the sentence with it.

Function: Asking about and expressing possession and ownership
Context: Jesus Christ

Scenario

You are teaching Chon Grim. She is from Korea, and does not know much about Jesus Christ. Teach her about Jesus Christ. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Chon Grim and the other will fill the role of the missionary. Teach Chon Grim about Jesus Christ.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Rakastaako meidän Vapahtajamme kaikkia ihmisiä? Missionary: Meidän Vapahtajamme rakastaa kaikkia ihmisiä.

Additional Scenario(s)

You are teaching Leila. She asks you about your family. Tell her about your family using possessive pronouns.

INSTRUCTIONS:

Identify the Genitive case in each sentence. The Genitive case shows ownership and is usually identified by the English word "of".

1. Christ's atonement is important.
2. Heavenly Father chose Jesus Christ to be our Redeemer.
3. Through Christ's sacrifice we can return to Heavenly Father.
4. Physical death is part of life.
5. Christ's resurrection helps us all.
6. We will receive a perfect body.
7. We have to be cleansed from sin.
8. When we are clean, we can live in His presence.
9. The mercy of our Redeemer helps us.
10. We need more faith in Christ.
11. Jesus Christ paid for our sins.
12. He is the literal Son of God.
13. He is perfectly obedient.
14. He suffered in the Garden of Gethsemane.
15. He can help us to endure to the end.
16. He called apostles and gave them authority.
17. They could preach the gospel and baptize the people.
18. Christ established his Church.
19. The people crucified Christ.
20. The people killed the apostles.
21. The people changed the doctrine of the church
22. People could not receive revelation without the priesthood.
23. Joseph Smith translated the Book of Mormon.
24. A prophet's responsibility is to testify of Christ.
25. We represent the Church of Jesus Christ of Latter-day Saints.
26. What is your name?
27. This is my companion
28. Our message is about families.
29. Do you love your family?
30. After this life, we can live in God's presence with our families.
31. Will you come to church with us?
32. The first day of the week is Sunday.
33. If you keep his commandments, you will receive blessings.
34. The purpose of life is to follow Jesus Christ's example.
35. The scriptures are the word of God.
36. Alma's testimony about faith strengthened their faith.
37. Nephi felt the love of God when he ate the fruit of the tree of life.
38. Whose turn is it to pray?
39. We can pray to know the Lord's will.
40. Through prayer, you can feel the Spirit of God.
41. The fruit of the Spirit is love, joy, and peace.

Genitive Case

	Lunastajan *Redemeer's*		**uhri** *sacrifice*	**auttaa** *helps*	**puhdistumaan.** *to cleanse.*
Miksi *Why*	**KristUS → Kristukse-** *Christ* **HerrA → Herra-** *Lord* **LunastajA → Lunastaja-** *Redemeer* **VapahtajA → Vapahtaja-** *Savior*	**+n** *'s*	**sovitus** *atonement* **esimerkki** *example* **uhri** *sacrifice*	**on** *is* **voitti** *won* **maksoi** *paid* **auttaa** *helps*	**tärkeä** *important* **lahja** *gift* **fyysisen kuoleman** *physical death* **syntiemme rangaistuksen** *the punishment of our sins* **puhdistumaan** *to cleanse* **nousemaan kuolleista** *to rise from dead*

Miksi Kristuksen sovitus on tärkeä?
Why is Christ's atonement important?
Kristuksen sovitus auttaa nousemaan kuolleista.
Christ's atonement helps to rise from dead.

Function: Asking about and expressing possession or ownership
Context: Discussing the atonement

Scenario

You meet Ville on a street. He tells you that his family left him because of his addictions. By now he has been able to quit smoking and drinking, but still feels a burden on his shoulders. You feel impressed to teach him about the Atonement. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Ville and the other will fill the role of the missionary. Teach Ville about the Atonement.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Ville: Miksi Kristuksen sovitus on tärkeä? Missionary: Kristuksen uhri voitti fyysisen kuoleman.

Additional Scenario(s)

You have been teaching Anne. You feel that she does not fully understand who God and Jesus Christ are. Teach Anne about God, Jesus Christ and their plan for us.

Adjective Agreement

Joseph Smith *Joseph Smith*	**kävi** *visited*		**monissa** *many*	**kirkoissa.** *churches.*
Joseph Smith *Joseph Smith* **Hän** *He*	**~~käydä~~ → *kävi** *visited* **~~nähdä~~ → *näki** *saw* **rukoiL~~LA~~ → rukoili** *prayed* **saa~~DA~~ → sai** *received*	**kö** *?*	**monI → monissa** *many* **JeesUS~~~~ → Jeesuksen** *Jesus* **TaivaalliNEN~~~~ → Taivaallista** *Heavenly* **erilaiNEN~~~~ → erilaisen** *different*	**kirkkO → kirkoissa** *churches* **KristUS → Kristuksen** *Christ* **IsÄ → Isää** *Father* **vastaUS~~~~ → vastauksen** *answer*
Ihmiset *People*	**oppett~~AA~~ → opetti-** *taught* **ymmärt~~ÄÄ~~ → ymmärsi-** *understood*	**+vat** **+vät**	**erilaiNEN~~~~ → erilaisia** *different* **pyh~~Ä~~ → pyhiä** *holy*	**asia → asioita** *things* **kirjoitus → kirjoituksia** *scriptures*

Kävikö Joseph Smith monissa kirkoissa?
Did Joseph Smith visit many churches?
Joseph Smith kävi monissa kirkoissa.
Joseph Smith visited many churches.

When forming a yes/no question follow the example presented below. Case endings must agree for the object

Function: Asking about and describing objects, people, and their characteristics
Context: Joseph Smith story

Scenario

You meet Lahja. She has met the missionaries before. You talk to her and find out that she is still somewhat confused on Joseph Smith. Share the Joseph Smith story. Use the board display and any other grammar principles that you know to teach her.

1. Practice: In pairs, one missionary will take the role of Lahja and the other will fill the role of the missionary. Teach Lahja about Joseph Smith.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Joseph Smith kävi monissa kirkoissa.

Additional Scenario(s)

You are meeting with Anu. She is a recent convert. The bishop has asked her to prepare a five-minute talk on the Book of Mormon for the following Sunday. Help her.

INSTRUCTIONS:

Identify the sentences which use the perfect tense.

1. God has given us a plan.
2. Adam and Eve did not have knowledge of good from evil.
3. God has not promised to save the wicked.
4. They had learned about heaven from the Bible, but they had not heard about the celestial kingdom.
5. God has justice and mercy.
6. She doesn't have questions.
7. We had a desire to follow God's plan.
8. God has not forced us to come to this life. We had a choice.
9. I do not have an answer. I have not studied that.
10. People in spirit prison did not have an opportunity to hear about the gospel in this life.
11. Satan had tempted Adam and Eve to eat the forbidden fruit.
12. We had not taught the whole lesson. We only had 25 minutes.
13. We have agency.
14. I have an example of this.
15. Christ has died for our sins.
16. He had already believed that his family could be together forever.
17. In the Garden of Eden they did not have the ability to have children.
18. She had not seen a temple before.
19. People who have kept the commandments in this life can return to God's presence.
20. When we sin, we do not have joy.

Perfect Tense

	Jumala *God*	**on** *has*	**kutsunut** *called*		**profeetan.** *a prophet.*
Kenen *Whose(?)*	**Jumala** *God* **Hän** *He*	**on** *has*	**kutsuA ➔ kutsu-** *called* **palauttAA ➔ palautta-** *restored* **antAA ➔ anta-**	**+(n)nut/** **+(n)nyt**	**profeetan** *prophet* **hänen kirkon** *his church* **Mormonin Kirjan** *the Book of Mormon* **suunnitelman** *a plan* **evankeliumin** *the gospel*
	Jumala *God* **Hän** *He*	**ei ole** *has not*	**hylÄTÄ ➔ hylä-** *abandoned* **unohtAA ➔ unohta-** *forgotten*	**+(n)nut/** **+(n)nyt**	**meitä** *us* **lapsia** *children*

Minkä Jumala on palauttanut?
What has God restored?
Jumala on palauttanut kirkonsa.
God has restored his church.

When forming questions follow the example presented below.

Scenario

You are teaching Liisa. It is her first time meeting the missionaries. She has a religious background, and asked you about the Restoration. Teach Liisa the Restoration. Use the board display and any other grammar principles that you know to teach Liisa.

1. Practice: In pairs, one missionary will take the role of the Liisa. The other will fill the role of the missionary. Teach Liisa.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Kenet Jumala on kutsunut? Missionary: Jumala on kutsunut profeetan.

Additional Scenario(s)

You are knocking doors. You meet Tuomas. He has never heard of God. Teach him about our Heavenly Father and what he has done for us.

Conceptual Practice: Modal vs. Motion Verbs

INSTRUCTIONS:

Identify the modal and motion sentences below. You can find the list of Modal verbs from Timo 9 and Bob p. 26 (2nd).

1. God wants to bless us.
2. When we have faith, we desire to know his commandments.
3. We can study about his Gospel.
4. He sent his son to die for our sins.
5. We can do good.
6. We want to keep his commandments
7. Faith gets us to strive to be better.
8. We want to follow Jesus Christ.
9. We can grow our faith.
10. When we read and pray, our faith grows.
11. He calls prophets to guide his children.
12. Families can be together forever.
13. Prophets lead people to follow Christ.
14. Parents teach their children to keep the commandments.
15. Christ came to earth to establish his church and to perform the atonement.
16. Wicked people continued to destroy the church.
17. Lehi and his family left Jerusalem to live on the American continent.
18. The people prepared to see Christ.
19. Christ arrived to establish his church on the American continent.
20. Many righteous people tried to find the truth.
21. Joseph Smith decided to pray and ask God.
22. God and Jesus Christ directed Joseph Smith to restore Christ's church.
23. Moroni came to show Joseph Smith where the gold plates were buried.
24. Christ's true church began to grow.
25. You can know that this message is true.
26. Do you know how to pray?
27. Ask God to answer your questions.
28. Remember to read Moroni chapter 10.
29. God promises to answer if you ask in faith and with a sincere heart.
30. We have time to come teach you again on Wednesday.

Modal Verbs

Me	**voimme**		**tuntea**	**rauhan.**
We	*can*		*feel*	*peace.*

See: Timo 9
BOB pg: 26

Minä	**Me**
Sinä	**Te**
Hän	**He**

halUTA → halua-
want
tahtOA → tahto-
desire
voiDA → voi-
can
saaDA → saa-
get

+n	**+mme**
+t	**+tte**
DLV	**+vat**

tietää	**hänen käskyistä**
to know	*(about) his commandments*
oppia	**evankeliumista**
to study	*(about) the gospel*
tuntea	**rauhan**
to feel	*peace*
	rakkauden
	love
tehdä	**parannuksen**
to do	*repentance*
	hyvää
	good

Haluammeko oppia evankeliumista?
Do we want to learn about the gospel?
Me haluamme oppia evakeliumista.
We want to study about the gospel.

Do not forget to use consonant gradation for 1st and 2nd person.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Faith in Jesus Christ

Scenario

You are teaching Markku. He joined the Church 10 years ago, but soon fell into inactivity. This is the first time you have found him being home. After asking a few questions you and your companion figure out that he struggles with faith in Christ. Teach him about faith in Christ and what it gives to us. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Markku and the other will fill the role of the missionary. Teach Markku about faith in Christ.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Voimmeko tuntea rauhan? Missionary: Me voimme tuntea rauhan.

Additional Scenario(s)

You had dinner with the Silvennoinen family. After dinner you ask if can you share a short message on faith. Teach them about faith in Christ and the blessings that come from having faith. Try to be specific to the family needs.

Motion Verbs

Jumala *God*	**kehottaa** *admonishes*	**lapsiansa** *his children*	**rukoilemaan.** *to pray.*		
Jumala *God*	**käskee** *commands*	**lapsiansa** *his children*	**rukoiLLA → rukoile-** *to pray*	**+maan**	
	kehottaa *admonishes*	**meitä** *us*			**totuutta** *truth*
					vastauksia *answers*
Rukous *Prayer*	**auttaa** *helps*	**minua** *me*	**vahvistAA → vahvista-** *to strengthen*		**rauhaa** *peace*
	opettaa *teaches*	**meitä** *us*	**tuntEA → tunte-** *to know*	**+maan**	**hiljaa** *quiet*
			löytÄÄ → löytä- *to find*	**+mään**	**suhteita** *relationships*
			oLLA → ole- *to be*	**+maan**	**Jumalan lähellä** *close to God*

Mitä *What*

kuinka *How*

Mitä Jumala käskee?
What does God command?
Jumala käskee lapsiansa rukoilemaan.
God commands his children to pray.
Kuinka rukous auttaa meitä?
How does prayer help us?
Rukous auttaa meitä löytämään vastauksia.
Prayers helps us to find answers

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Prayer

Scenario

You taught Minna two days ago. When you go back it comes out that she had not prayed. Teach Minna why prayer is important. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Minna and the other will fill the role of the missionary. Teach Minna about prayer.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Minna: Kuinka rukous auttaa minua? Missionary: Rukous auttaa minua tuntemaan rauhaa.

Additional Scenario(s)

You have been teaching Mauri for several weeks. He has kept all of the commitments, but is still reluctant to be baptized. Teach Mauri about faith in Jesus Christ and how it leads to action.

Numbers

Tämä kohta	**Jaakobin kirjassa**	**on uskosta,**	**luku**	**kaksi**	**jae**	**kuusitoista.**
This passage	*in the book of Jacob*	*is about faith*	*chapter*	*two*	*verse*	*sixteen.*

Tämä kohta	**Jaakobin kirjassa**	**on uskosta,**	**luku**	**yksi**		**yhdeksän**
This passage	*in the book of Jacob*	*is about faith*	*chapter*	*one*		*nine*
	Moronin kirjassa	**on kasteesta,**		**kaksi**	**jae**	**kuusitoista**
	in the book of Moroni	*about baptism*		*two*	*verse*	*sixteen*
	Nefin kirjassa	**on Kristuksesta,**		**kolme**		**kaksikymmentäneljä**
	in the book of Nephi	*about Christ*		*three*		*twenty four*
	Alman kirjassa	**on parannuksesta,**		**neljä**		
	in the book of Alma			*fovur*		
					jakeet	**yksitoista viiva viisitoista**
					verses	*eleven to fifteen*
						kolme viiva kahdeksan
						three to eight

Mistä tämä kohta on?

What is this passage about?

Tämä kohta Nefin kirjassa on parannuksesta, luku neljä jae yksitoista.

This verse in the book of Nephi is about faith, chapter four verse eleven.

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Introducing scriptures

Scenario

You are teaching Riikka. Use the board display to have her read scriptures.

1. Practice: In pairs, one missionary will take the role of Antti and the other will fill the role of the missionary. Promise Antti blessings to help him to read and pray.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Tämä kohta Nefin kirjassa on kasteesta, luku viisi jakeet yskitoista viiva seitsemäntoista.

Additional Scenario(s)

Aleksi has no Christian background. You want to help him to understand the scriptures more. Read different passages with him. Introduce the scripture, tell him where it is, have him read it, and explain the scripture to him.

Verbs of Obligation

Sinun *You*	**täytyy** *must*	**seurata** *follow*	**profeettaa.** *the prophet.*
Mitä/ketä *What /Who*			
Sinä ➔ Sinun *You (sg)* **Me ➔ Meidän** *We* **Te ➔ Teidän** *You (pl)*	**täytY~~Ä~~ ➔ täytyy** *must* **pit~~ÄÄ~~ ➔ pitää** *have to* **tuL~~LA~~ ➔ tulee** *have to* **tarvIT~~A~~ ➔ tarvitsee** *need to* **kannattA~~A~~ ➔ kannattaa** *worth it*	**pitää** *to keep* **seurata** *to follow (someone)* **noudattaa** *to follow (something)*	**käskyt** *commandments* **profeettaa** *prophet* **viisauden sana(a)** *word of wisdom* **paaston laki** *law of the fast* **evankeliumin lait** *Gospel laws* **Henkeä** *Spirit* **Jumalaa** *God*

Mitä meidän täytyy pitää?
What do we have to keep?
Meidän täytyy pitää viisauden sana.
We have to keep the word of wisdom.

The verb of obligation is always in 3rd person singular and the second verb in infinitive.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about obedience

Scenario

Timo tells you that he wants to be baptized. However, he struggles with keeping commitments. You want to be straightforward with him, and teach him about obedience to several commandments. Use the board display and any other grammar principles that you know to teach Timo.

1. Practice: In pairs, one missionary will take the role of Timo and the other will fill the role of the missionary. Teach Timo about obedience.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Sinun täytyy pitää käskyt.

Additional Scenario(s)

You have been teaching Saria for the past 3 weeks. She still struggles with reading the Book of Mormon. Teach her how to read the Book of Mormon and how to pray about it.

Extended Use of the -sta Case

	Jumala *God*		**välittää** *cares*		**perheistä.** *about families.*	
Mikä ➔ Mistä *About what*	**Jumala** *God* **Jeesus Kristus** *Jesus Christ*	**ei** *not (sg)*	**IloiTA ➔ iloitsee** *rejoices* **pitÄÄ ➔ pitää** *likes* **välittÄÄ ➔ välittää** *cares*		**perhe ➔ perhei-** *families* **uskollisuuUS ➔ uskollisuude-** *faithfulness* **onnellisuuUS ➔ onnellisuude-** *happiness*	**+sta/stä** *about*
	Me *We*	**emme** *not (pl)*	**kiittÄÄ ➔ kiitä-** *thank* **juteLLA ➔ juttele-** *chat* **keskusteLLA ➔ keskustele-** *discuss*	**+mme**	**evankeliuml ➔ evankeliumi-** *the gospel* **vaikeuUS ➔ vaikeuksi-** *the hardships* **KristUS ➔ Kristukse-** *Christ* **Raamattu ➔ Raamatu-** *Bible*	**+sta/stä** *about*

Mistä Jeesus Kristus välittää?
About what does Jesus Christ care?
Jeesus Kristus välittää uskollisuudesta.
Jesus Christ cares about faithfulness.

Mistä me keskustelemme?
About what do we converse?
Me keskustelemme Kristuksesta.
We converse about Christ.
Me emme keskustele Kristuksesta.
We do not converse about Christ.

When forming negative plural sentences, do not add the inflectional ending –mme to the verb and use the soft stem of the verb.
Do not forget to apply consonant gradation where necessary.

Function: Asking and answering questions of contrasting attitudes, emotions, feelings
Context: Teaching about the importance of families

Scenario

The Jokinen perhe invited you over to teach a brief message for Family Home Evening, they ask you to teach about the importance of family.

1. Practice: In pairs, one missionary will take the role of the 12 year old boy, Mikke. The other missionary will teach about the importance of families by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Mistä Jeesus Kristus välittää? Missionary: Jeesus Kristus välittää uskollisuudesta.

Additional Scenario(s)

You teach Anton. He struggles with the Word of Wisdom. Teach Anton about the Word of Wisdom.

Extended Use of the –lle Case

	Jumala *God*	**lähettää** *sends*	**meille** *to us*		**rauhaa.** *peace.*
Mitä *What*	**Jumala** *God* **Jeesus Kristus** *Jesus Christ* **Pyhä Henki** *The Holy Ghost*	**lähettää** *sends* **kertoo** *tells* **antaa** *gives*	**me ➔ mei-** *to us* **sinä ➔ sinu-** *to you*	**+lle**	**Pyhän Hengen** *the Holy Ghost* **vastauksia** *answers* **lohdutusta** *comfort* **totuuden** *truth* **rauhaa** *peace*

Mitä Pyhä Henki antaa?
What does Holy Ghost give?
Pyhä Henki antaa minulle vastauksia.
The Holy Ghost gives me answers.

Function: Asking about and describing actions and events
Context: Teaching about gaining a testimony

Scenario

You and your companion are contacting in the park and Jari questions how you can really know that the church is true. Teach Jari how you know yourself and how he can know.

1. Practice: In pairs, one missionary will take the role of the man on the street, Jari. The other missionary will teach about gaining a testimony by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Kuinka voin tietää tämän totuudesta? Missionary: Jumala antaa meille vastauksia.

Additional Scenario(s)

The Primary president asked you and your companion to teach a brief lesson on the Holy Ghost to the Primary children.

Extended Use of the –lta Case

Ruoka *Food*		**maistuu** *tastes*	**hyvältä.** *good.*	
Ruoka *Food* **Tämä** *This* **Jälkiruoka** *Dessert*		**näyttÄÄ ➔ näyttää** *looks* **tuoksUA ➔ tuoksuu** *smells* **haiSTA ➔ haisee** *stinks* **maistUA ➔ maistuu** *tastes*	**hyvÄ ➔ hyvä-** *good* **herkulliNEN ➔ herkullise-** *delicious* **erinomaiNEN ➔ erinomaise-** *excellent*	**+lta/ltä**
Mikä ➔ **Mi + ltä** *How*	**ei*** *not*			
Hän *He/she* **Se** *It*		**kuulostAA ➔ kuulostaa** *sounds like* **näyttÄÄ ➔ näyttää** *looks like* **tuntUA ➔ tuntuu** *feels like*	**suomalaiNEN ➔ suomalaise-** *finnish* **minun veli ➔ *velje-** *my brother* **hyvÄ ➔ hyvä-** *good* **tuttU ➔ tutu-** *familiar*	**+lta/ltä**

Miltä ruokaa tuoksuu?
How does the food smell?
Ruoka tuoksuu hyvältä.
The food smells good..
Ruoka ei tuoksu hyvältä.
The food doesn't smell good.

**When forming negative sentences use the soft stem of the verb.*
Do not forget to apply consonant gradation where necessary.

Function: Asking about and describing objects, people, and their characteristics
Context: Eating with a member / investigator

Scenario

You are at a dinner appointment with the Määttä family, some members in the ward. Talk about the meal they have prepared for you.

1. Practice: In pairs, one missionary will take the role of the dad, Ville. The other missionary will talk about the meal by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Miltä se maistuu? Missionary: Ruoka maistuu erinomaiselta.

Additional Scenario(s)

An elderly member lady pulls you aside at church and asks you to come over for dinner. She asks what kind of food you like and why.

Extended Use of –lla Case

	Me		**puhumme**	**Jumalalle**	**rukouksella.**	
	We		*speak*	*to God*	*by (means of) prayer*	
	Sinä		**opettA~~A~~ → opetat**	**evankeliumia**	**valtuU~~S~~ → valtuute-**	
	You		*teach*	*gospel*	*with/by authority.*	
	Tutkija		**saa~~DA~~ → saa**	**todistuksen**	**Hengen apU → apu-**	
Mikä →	*Investigator*		*recieves*	*testimony*	*by the Spirit's help.*	
Millä	**Kristus**		**opett~~AA~~ → opettaa**	**aina**	**rakkaUS → rakkaute-**	**+lla/llä**
How (or by what means)	*Christ*		*teaches*	*always*	*with/by love.*	
					kärsivällisyY~~S~~ → kärsivällisyyte-	
					with/by patience.	
	Me	**ei***	**pelastu~~A~~ → pelastu**	**vain**	**uskO → usko-**	
	We	*not*	*saved*	*only*	*by faith.*	
	Me		**tul~~LA~~ → tulemme**	**lähemmaksi Jumalaa**	**parannU~~S~~ → parannukse-**	
	We		*come*	*closer to God*	*by repentance.*	

Where necessary, don't forget to soften!

Millä opetamme evankeliumia?
With/by what do we teach the gospel?
Me opetamme evankeliumia voimalla.
We teach the gospel with power.
Me emme opeta evankeliumia voimalla.
We don't teach the gospel with power.

**Don't forget to conjugate the negation to the subject!*

Function: Asking about and describing actions and events
Context: Testimony

Scenario

You are in district meeting, and your district leader asks in what way we need to teach as missionaries. Feel free to talk about Christ's ways of teaching, missionaries' teaching, and investigators' experience.

1. Practice: In pairs, one missionary will take the role of the district leader. The other missionary will answer his questions by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: District leader: Millä Kristus opetti? Missionary: Kristus opetti kärsivällisyydellä.

Additional Scenario(s)

You meet a girl named Iida on the street. After you explain who you are and what you are doing, she asks you how she can get closer to God.

Conditional

Minä	**lukisin**			**jos**	**minulla**		**olisi**	**aikaa**
I	*would read*			*if*	*I*	*would*	*have*	*time*

Minä	**Me**
Sinä	**Te**
Hän	**He**

Tutkija
Investigator
Jäsen
Member
Kaveri
Friend
Piispa
Bishop
Toveri
Companion

lukE~~A~~ → luk-
to read
rukoiL~~LA~~ → rukoil-
to pray
oppl~~A~~ → opp-
to study
tuL~~LA~~ → tul-
to come
tavATA → tapa-
to meet
muista~~A~~ → muista-
to remember
puhu~~A~~ → puhu-
to speak
sa~~ADA~~ → sa-
to get/receive

+isi

+n	**+mme**
+t	**+tte**
DLV	**+vat**

minulla	**meillä**
sinulla	**teillä**
hänellä	**heillä**

jos
if

mutta
but

olisi
would have

ei ole
is no

aikaa
time

halua
desire
rahaa
money
kykyä
ability
tarvetta
need
tietoa
information

Rukoilisitko?
Would you pray?
Minä rukoilisin, jos minulla olisi aikaa.
I would pray if I would have time.

When you add -isi to a word stem that ends with an -e, you take off the -e.

Function: Asking and answering questions of cause and effect
Context: Understanding responses to commitments

Scenario

You are teaching Arttu. He struggles with keeping commitments. You commit him to keep several commandments, but he always has an excuse.

1. Practice: In pairs, one missionary will take the role of Arttu and the other will fill the role of the missionary. When you take the role of the missionaries invite Arttu to keep some commandments. When you take the role of Arttu find an excuse why not to keep the commandment.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Rukoilisitko?
Arttu: Minä rukoilisin, mutta minulla ei ole aikaa.

Additional Scenario(s)

You are teaching Risto. He is having a hard time with giving up coffee. Teach him about the blessings he will receive when he would stop drinking coffee.

Subgendo

	Jumala *God*	**salli** *allowed*	**Aadamin ja Eevan** *Adam and Eve*	**langeta.** *to fall.*
MItä *What*	**Jumala** *God* **Taivaallinen Isä** *Heavenly Father* **Jeesus Kristus** *Jesus Christ* **Vapahtaja** *Savior* **Luoja** *Creator* **Vanhemmat*** *Parents* **Opettaja** *Teacher*	**sallI~~A~~ → salli** *allowed* **suo~~DA~~ → soi** *granted* **käsk~~EÄ~~ → käski** *commanded* **ant~~AA~~ → antoi** *let*	**Aadam → Aadamin** *Adam* **Eeva → Eevan** *Eve* **he → heidän** *them* **me → meidän** *us* **lapsi → lapsen** *child* **lapset → lasten** *children* **opiskelija → opiskelijan** *student*	**langeta** *to fall* **valita** *to choose* **syödä** *to eat* **totella** *to obey* **opiskella** *to study* **opettaa** *to teach*

**Don't forget to conjugate the verb to plural third person by adding -vat/-vät to it*

Mitä Jumala salli Aadamin tehdä?
What did God allow Adam to do?
Jumala salli Aadamin ja Eevan valita.
God allowed Adam and Eve to choose.

Mitä Taivaallinen Isä käski heidän tehdä?
What did Heavenly Father command them to do?
Taivaallinen Isä käski heidän totella.
Heavenly Father commanded them to obey.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about Adam and Eve and the fall

Scenario

You have met with Antti several times and you are about to teach about Agency, Adam and Eve, and the Fall. He has very little religious background and so may not be particularly familiar with the story of Adam and Eve. Throughout the teaching experience Antti asks questions to clarify what you are saying and you ask him follow-up questions to check for understanding.

1. Practice: In companionships, with one missionary taking the role of Antti and the other the missionary, use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point in teaching Antti.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Jumala salli Aadamin ja Eevan langeta. Investigator: Niin, mutta miksi?

Additional Scenario(s)

Antti is a really humble man. He wants to be baptized. He has just started the process of overcoming smoking. Teach him about fasting, and how it could help him.

Partitive Prepositions

Ennen *Before*	**syntymää** *birth*		**olimme** *we were*	**taivaassa.** *in heaven.*
Ennen *Before*	**tätä elämää** *this life* **syntymää** *birth*	**Missä** *Where*	**olimme** *we were* **opimme** *we studied* **elimme** *we lived*	**henkinä** *as spirits* **Taivaallisen Isän kanssa** *with Heavenly Father* **taivaassa** *in heaven*
Ilman *Without*	**suunnitelmaa** *plan* **fyysistä ruumista** *physical body*	**emme** *not*	**voineet** *could*	**kehittyä** *develop* **saada kokemuksia** *receive experiences*

Missä olimme ennen tätä elämää?
Where were we before this life?
Ennen tätä elämää olimme Taivaallisen Isän kanssa.
Before this life we were with Heavenly Father.

Mitä emme voineet tehdä ilman suunnitelmaa?
What were we not able to do without the plan?
Ilman suunnitelmaa emme voineet kehittyä.
Without the plan we could not develop.

When forming questions follow the examples above.

Function: Asking and answering questions of time, date and location
Context: Pre-earth life

Scenario

You meet Virpi. She seems a little concerned about life. You feel prompted to teach about pre-earth life to help her to understand that she is a daughter of God. Teach Virpi where she came from. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Virpi and the other will fill the role of the missionary. Teach Virpi about pre-earth life.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Missä olimme ennen tätä elämää? Missionary: Ennen syntymää olimme taivaassa.

Additional Scenario(s)

You taught Mauno the message of Restoration. You return the next day to teach him again. When you sit down Mauno asks you what you think about the evolution theory. Teach Mauno about pre-earth life and life on earth.

Genitive Postpositions

Jeesuksen		**ansiosta**	**me**	**voimme**	**voittaa haasteet.**
Christ's		*thanks to*		*we can*	*overcome trials.*
JeesUS ➔ Jeesukse-		**ansiosta**		**voimme**	**puhdistua synneistä**
Christ		*thanks to*		*we can*	*be cleansed from sins*
Evankeliuml ➔ Evankeliumi-	**+n**	**kanssa**			**palata Jumalan eteen**
Gospel	*'s*	*with*			*return to God's presence*
SovitUS ➔ Sovitukse-		**kautta**			**voittaa haasteet**
Atonement		*through*			*overcome trials*
ProfeettA ➔ Profeetta-	**Kenen/Minkä**	**johdolla**			**kehittyä**
Prophet	*Whose*	*under (direction of)*			*develop*
PiispA ➔ Piispa-					**saada kokemuksia**
Bishop					*receive experiences*
Mormonin Kirja ➔ Mormonin Kirja-					**tehdä parannusta**
Book of Mormon					*repent*
					kasvaa uskossa
					grow in faith

Kenen ansiosta voimme puhdistua synneistä?
Thanks to whom can we be cleansed from sin?
Jeesuksen ansiosta voimme puhdistua synneistä.
Thanks to Christ we can be cleansed from sin.

Scenario

You meet Jussi on a street. He is picking up beer cans. You approach Jussi and he asks from you what the purpose of life is and why he would need God. Teach Jussi why we are here. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Jussi and the other will fill the role of the missionary. Teach Jussi about the purpose of life.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Miksi olemme täällä? Missionary: Evankeliumin kautta voimme saada kokemuksia.

Additional Scenario(s)

You return to teach Eero. He was gone for few weeks, and as you ask him about his trip you notice he does not understand why he needs Jesus Christ in his life. Teach Eero about life on earth and why he needs Jesus Christ.

Conceptual Practice: Participle Construction (-van)

INSTRUCTIONS:

Identify in which sentences you can use the –van participle. –van participle means that you can remove the "että" from the sentence and thereby reduce two clauses to one.

1. I know that the Book of Mormon is true.
2. We know that God lives.
3. God wants that we are happy.
4. The scriptures teach that Christ established a Church.
5. I testify that God loves us.
6. I believe that the book of Mormon is God's word.
7. I know that Christ lives.
8. He believes the church is true.
9. I thought he was coming.
10. The missionaries explained that God created the world.
11. He said he will try.
12. He decided that he wants to go on a mission.
13. I told them I will give them a Book of Mormon.
14. He said that he tried.
15. I know that we lived with God in Heaven.
16. Many people claimed their church was true.
17. I understood I was wrong.
18. Joseph Smith testified that he saw God.
19. He thinks that church starts at 9.00.
20. I hope that he decides to get baptized
21. We believe that God loves all His children.
22. They promised that they will read tonight.
23. Markku wants us to teach him.
24. Sisar Leppänen hopes that we will come for dinner.
25. We want you to read Moroni chapter 10.
26. I believe that he will pray.
27. I know he knows the truth.
28. They said that we speak good Finnish.
29. I know you want to believe.
30. I want you to pray.

Participle Construction (-van/-een)

	Minä		**tiedän**			**Mormonin Kirjan**		**olevan**		**totta.**
	I		*know*			*the Book of Mormon*		*to be*		*true.*
	Minä	**Me**	**tieTÄÄ ➔ tietä-**	**+n**	**+mme**	**M. kirjA ➔ M. kirja-**	**+n**	**oLLA ➔ ole-**	**+van**	**totta**
	Sinä	**Te**	*to know*	**+t**	**+tte**			*is*		*true*
	Hän	**He**	**uskOA ➔ usko-**	**DLV**	**+vat**	**JumalA ➔ Jumala-**		**elÄÄ ➔ elä-**	**+vän**	**Vapahtajamme**
Mitä			*to believe*			*God*		*lives*		*our Savior*
What			**todisTAA ➔ todista-**			**KristUS ➔ Kristukse-**		**rakastAA ➔ rakasta-**		**minua**
			to testify			*Christ*		*loves*		*me*
	Minä	**Me**	**tieTÄÄ ➔ tietä-**	**+n**	**+mme**	**J. Smith ➔ J. Smithi-**	**+n**	**nähdä ➔ nähnyt**	**+een**	**Jumalan**
	Sinä	**Te**	*to know*	**+t**	**+tte**			*to see*		*God*
	Hän	**He**	**uskOA ➔ usko-**	**DLV**	**+vat**			**olla ➔ ollut**		**profeetta**
Mistä			*to believe*					*to be*		*prophet*
About what			**todisTAA ➔ todista-**					**kääntää ➔ kääntänyt**		**kultalevyt**
			to testify							*Golden plates*

Mitä te tiedätte?
What do you know?
Me tiedämme Mormonin Kirjan olevan totta.
We know the Book of Mormon is true.

Mistä sinä todistat?
What do you testify of (about)?
Minä todistan Joseph Smithin nähneen Jumalan.
I testify Joseph Smith saw God.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Testimony

Scenario

You get on a bus and sit down. Juha is sitting next to you and you start sharing the Gospel with him. Testify to him how the Gospel has blessed your life. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Juha and the other will fill the role of the missionary. Testify to Juha what you know to be true.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Tiedän Jumalan rakastavan meitä.

Additional Scenario(s)

You are teaching Jiaqi for the first time. He is from China and has never heard of God. Teach him about God and testify to him about God's love.

Third Infinitive (-ma)

Me *We*	**opimme** *learn*		**Kristuksesta** *about Christ*	**rukoilemalla.** *by praying.*	

Kuinka
How

Minä	**Me**
Sinä	**Te**
Hän	**He**

Tutkija
Investigator
Jäsen
Member
Toveri
Companion
Kaveri
Friend

oppl~~A~~ → oppi-
to learn
tietÄ~~Ä~~ → tietä-
to know
ymmärtÄ~~Ä~~ → ymmärtä-
to understand

+n	**+mme**
+t	**+tte**
+DLV	**+vat**

Jeesuksesta Kristuksesta
about Christ
Mormonin Kirjasta
about the Book of Mormon
Jumalasta
about God
kirkosta
about the Church
uskosta
about faith
Pelastussuunnitelmasta
about Plan of Happiness
rakkaudesta
about charity/love
sovituksesta
about Atonement

rukoiLL~~A~~ → rukoile-
(by) praying
opiskeLL~~A~~ → opiskele-
(by) studying
tutkIA → tutki-
(by) studying
lukE~~A~~ → luke-
(by) reading
uskO~~A~~ → usko-
(by) believing
palveLL~~A~~ → palvele-
(by) serving

+ma +lla

Kuinka sinä opit Mormonin Kirjasta?
How do you learn about the Book of Mormon?
Minä opin Mormonin Kirjasta lukemalla.
I learn about the Book of Mormon by reading.

Kuinka tiedätte Jumalasta?
How do you know about God?
Me tiedämme Jumalasta rukoilemalla.
We know about God by praying.

Do not forget to use consonant gradation where necessary.

Function: Asking and answering questions of cause and effect
Context: Teaching about the Book of Mormon and prayer

Scenario

You have taught Jari for a week now. He struggles to keep his commitment to read the Book of Mormon and to pray about it. You find yourself from his house. After following up and finding out about his struggles, you re-teach him about the Book of Mormon and prayer. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Jari and the other will fill the role of the missionary. Teach Jari about the Book of Mormon and prayer.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Me opimme Jumalasta lukemalla.

Additional Scenario(s)

You meet Anton in Näsipuisto. He says he does not believe in Christ. Teach and testify to him how he can know that Jesus Christ and God live.

Demonstrative Adjectives (tämä, tuo, se)

See: Bob 39

Tämä	**on**			**minun**	**siskoni.**	
This	*is*			*my*	*sister.*	
Tämä	**on**	**-ko**	**ei ole**	**minun**	**perhE ➔ perhee-**	**+ni**
This	*is*	*?*	*is not*	*my*	*family*	*my*
Tuo					**isÄ ➔ isä-**	
That (visible)					*father*	
Se					**äiti ➔ äiti-**	
It/That (not visible)					*mother*	
Nämä	**ovat**		**eivät ole**		**siskO ➔ siskoja**	**+ni**
These	*are*		*are not*		*sister*	*(pl.)*
Nuo					**veLI ➔ veljiä**	**+ni**
Those (visible)					*brother*	
Ne						
They/That (not visible)						

Onko tämä sinun isäsi?
Is this your father?
Tämä on minun isäni.
This is my father.

Ovatko nuo sinun veljiäsi?
Are those your brothers?
Nuo eivät ole minun veljiäni.
Those are not my brothers.

When forming negative sentences, put the object in partitive.

Function: Asking about and describing objects, people, and their characteristics
Context: Talking about your family

Scenario

You are teaching Jouko about families and your family's role in your life. You take out a picture of your family and introduce Jouko to them and then ask him about his own family (the missionary playing Jouko doesn't need to make up a fictitious family, they can just talk about their own family).

1. Practice: In companionships, with one missionary taking the role of Jouko and the other the missionary, use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point in teaching Antti. If enough missionaries are available have 3 missionaries in a group with one as Jouko's member friend. Have the member testify as to the importance of families.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Tämä on minun äiti. Investigator: Kuka tuo on?

Additional Scenario(s)

One of the ward members brought their friend Jouko to church. You met briefly before Sacrament meeting and then asked if you could talk more after church. You just sat down in an empty classroom and you are introducing yourself. As part of your introduction you take out a picture of your family and explain who they are.

Fourth Infinitive (-minen)

	Käskyjen *The commandments*	**pitäminen** *keeping*		**on** *is*	**tärkeää.** *important.*
Minkä/Kenen *Whose*	**Käskyjen** *The commandments* **Profeetan** *The prophet* **Kristuksen** *Christ*	**pitÄ~~Ä~~ → pitä-** *keeping* **toteL~~LA~~ → tottele-** *obeying* **noudattA~~A~~ → noudatta-** *following* **seurA~~TA~~ → seuraa-** *following* **tuntE~~A~~ → tunte-** *feeling*	**+minen**	**on** *is*	**tärkeää** *important* **hyödyllistä** *beneficial* **tarpeellista** *necessary*

Kenen seuraaminen on tarpeellista?
Whose following is necessary?
Profeetan seuraaminen on tarpeellista.
Following the prophet is necessary.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about enduring to the end

Scenario

You are teaching Kristofer. He has just agreed to be baptized. Teach Kristofer about enduring to the end. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Juha and the other will fill the role of the missionary. Testify to Juha what you know to be true.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Loppuun asti kestäminen on tärkeää.

Additional Scenario(s)

You are teaching Kristi. She was just baptized, but has stopped coming to church. Teach Kristi about the importance of coming to church.

The Essive Case (-na)

	Nuorena poikana *As a young boy*		**Joseph Smith** *Joseph Smith*	**etsi** *searched*	**vastauksia.** *for answers.*
Mitä *What*	**ProfeettA ➔ profeetta-** *As a prophet* **NuoRI poikA ➔ nuore- poika-** *As a young boy* **NöyrÄ ihmi~~NEN~~ ➔ nöyrä- ihmise-** *As a humble person* **Ahkera lähestyssaarnaaja ➔ ahkera- lähetyssaarnaaja-** *As a diligent missionary* **Uskollinen sisar/veli ➔ uskollise- sisare-/velje-** *As a faithful sister/brother*	**+na/nä**	**Joseph Smith** *Joseph Smith* **Hän** *He*	**etsi~~Ä~~ ➔ etsi** *searched* **hal~~UTA~~ ➔ halusi** *wanted* **saa~~DA~~ ➔ sai** *received*	**totuutta** *truth* **vastauksia** *answers* **oikeaa kirkkoa** *right church* **ilmoituksia** *revelations* **johdatusta** *guidance* **siunauksia** *blessings*

Mitä Joseph Smith sai profeettana?
What did Joseph Smith receive as a prophet?
Profeettana Joseph Smith sai ilmoituksia.
As a prophet Joseph Smith received revelations.

When forming a wh-question follow the pattern presented in the example above.

Function: Narrating experiences and telling stories
Context: Joseph Smith

Scenario

You were finding people, and met Johannes. He is a member of the Lutheran Church, and strongly believes the Bible. As you teach him you run across the issue of prophets. Teach Johannes about Joseph Smith. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Johannes and the other will fill the role of the missionary. Teach Johannes about Joseph Smith.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Mitä Joseph Smith sai? Missionary: Profeettana Joseph Smith sai ilmoituksia.

Additional Scenario(s)

A recent convert Miisa brings her friend Jonna to Church. After Church you talk to Jonna. She asks about Jesus Christ and what he did while he was on the earth. Teach Jonna about Jesus Christ.

Translative Case (-ksi)

Me *We*	**tulimme** *came*	**maan päälle** *to the earth*	**saadaksemme** *in order for us to receive*			**kokemusta.** *experience.*
Me *We*	**synnyimme (syntyneet)** *were born (were not born)*		**saada** *to receive*			**kokemuksia** *experiences*
		maan päälle *To the earth*	**noudattaa** *to follow*	**+kse** *(In order for)*	**+mme** *(us)*	**ruumiin** *a body*
Emmekö *not (?)*	**tulimme (tulleet)** *came (didn't come)*		**olla** *to be*			**Kristusta** *Christ*
			seurata *to follow*			**onnellisia** *happy*
	kuljemme (kulje) *walk/go*	**maan päällä** *on earth*	**uskoa** *to believe*			**kuuliaisia** *obedient*
	elämme (elä) *live (alive)*					**profeettaa** *prophet*
	asumme (asu) *live*					

Emmekö tulleet maan päälle ollaksemme kuuliaisia?
Didn't we come to the earth in order to be obedient?
Me tulimme maan päälle ollaksemme kuuliaisia.
We came to earth in order to be obedient.

Emmekö tulleet maan päälle saadaksemme ruumiin?
Didn't we come to earth to receive a body?
Me tulimme maan päälle saadaksemme ruumiin.
We came to the earth in order to receive a body.

Function: Asking and answering questions of cause and effect
Context: Teach about our purpose in life

Scenario

You have been teaching Sinikka for about a week. She seems to accept everything fairly well. This time you are teaching her about the Plan of Salvation. As you are teaching, she asks why are we here on the earth. Answer to her question by teaching about our purpose in life. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Sinikka and the other will fill the role of the missionary. Testify to Sinikka what you know to be true.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Miksi me tulimme maan päälle? Missionary: Me tulimme maan päälle saadaksemme kokemusta.

Additional Scenario(s)

You are talking to Anton. He is a less active member. He has not been to Church for over ten years. In your conversations, you feel that he lacks in understanding on why he is on the earth. Teach him about our purpose on earth.

Conceptual Practice: Comparative Adverbs vs. Comparative Adjectives

INSTRUCTIONS:

Identify sentences that use comparative adjectives and ones that use comparative adverbs..

1. We can go faster by bus.
2. The sun is brighter than the moon.
3. You understand God better by reading the Book of Mormon.
4. The terrestrial kingdom is higher than the telestial kingdom.
5. You can feel the Spirit more powerfully in the temple.
6. We are happier when we keep the commandments.
7. We follow Christ better by keeping his commandments.
8. The church is bigger than it was five years ago.
9. His testimony is stronger now.
10. It is colder than you think.
11. The Book of Mormon is more correct than the Bible.
12. She prayed more sincerely today.
13. Finland is more beautiful in the Summer
14. When he read the verse slower, he understood.
15. We can serve more diligently every day.
16. The celestial kingdom is better than the terrestrial kingdom.

Adverbs (-sti)

Kuinka
How

Meidän *We*	**pitää** *should*	**rukoilla** *pray*	**vilpittömästi.** *sincerely.*	
Minun | **Meidän** **Sinun** | **Teidän** **Hänen** | **Heidän** **Tutkijan** *Investigator* **Toverin** *Companion*	**piTÄÄ ➔ pitää** *to should* **täytYÄ ➔ täytyy** *to must*	**rukoilla** *to pray* **pyytää** *to ask*	**vilpitÖN ➔ vilpittömä-** *sincere(ly)* **nöyrÄ ➔ nöyrä-** *humb(ly)* **ahkerA ➔ ahkera-** *diligent(ly)* **kovA ➔ kova-** *hard(ly)*	**+sti**

Me *We*	**voimme** *can*	**opettaa** *teach*	**yksinkertaisesti** *simply.*	
Hän *He/She* **Minä** *I* **Sinä** *You*	**voida** *can* **haluta** *want* **aikoa** *to intend* **yrittää** *to try*	**opettaa** *to teach* **puhua** *to speak* **todistaa** *to testify* **vastata** *to answer*	**helppO ➔ helppo-** *easy(easily)* **varovA ➔ varova-** *careful(ly)* **rohkEA ➔ rohkea-** *bold(ly)* **äänekäs ➔ äänekkää-** *loud(ly)*	**+sti**

Kuinka minun pitää rukoilla?
How should I pray?
Sinun pitää rukoilla nöyrästi.
You should pray humbly.

**HUOM! Adverb forms of good, better, and best are irregular. They are: hyvin, paremmin, ja parhaiten.*

Function: Asking about and describing actions and events
Context: Teaching an investigator how to pray and instructing trainee

Scenario

You have just taught Johannes the message of the Restoration during your first meeting and you asked if he would pray with you right now. He seems hesitant at your invitation. Teach him how to pray so that he feels comfortable praying with you.

1. Practice: Have missionaries teach their companions how to pray with one acting as Johannes first.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Have missionaries evaluate with their teaching companions after each experience. Example: Investigator: Kuinka minun pitäisi rukoilla? Missionary: Sinun pitäisi rukoilla vilpittömästi.

Additional Scenario(s)

You are training a new missionary. He or she has some confusion about how missionaries are to speak to other people. Help instruct him or her with kindness and courtesy. Example: Meidän tutkijamme kanssa me yritämme todistaa rohkeasti, vaikka hän puhuu äänekkäästi. Take turns doing this.

Comparatives

	Selestinen valtakunta *Celestial kingdom*	**on** *is*	**kirkkaampi** *brighter*		**kuin** *than*	**terrestinen.** *terrestial.*
Onko *Is?*	**Selestinen valtakunta** *Celestial kingdom* **Terrestrinen valtakunta** *Terrestial kingdom* **Telestinen valtakunta** *Telestial kingdom*	**on** *is* **ei ole** *is not*	**~~paras~~ → *pare-** *better* **kirkA~~S~~ → kirkkaa-** *brighter* **huonO → huono-** *worse* **kaunI~~S~~ → kaunii-** *more beautiful* **~~alas~~ → *ale-** *lower*	**+mpi**	**kuin** *than*	**selestinen** *celestial* **terrestrinen** *terrestial* **telestinen** *telestial*

Onko selestinen valtakunta kauniimpi kuin telestinen?
Is the celestial kingdom more beautiful than the telestial?
Selestinen valtakunta on kauniimpi kuin telestinen.
Celestial kingdom is more beautiful than telestial.
Selestinen valtakunta ei ole kauniimpi kuin telestinen.
Celestial kingdom is not more beautiful than telestial.

Function: Asking and answering questions of contrasting attitudes, emotions, feelings
Context: Kingdoms of glory

Scenario

You are teaching Antero the Plan of Salvation. He asks you what the difference between the different Kingdoms of Glory is. Answer his question by comparing the different kingdoms. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Antero and the other will fill the role of the missionary. Teach Antero about the Kingdoms of Glory.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Investigator: Onko selestinen valtakunta kauniimpi kuin telestinen? Missionary: Selestinen valtakunta on kauniimpi kuin telestinen.

Additional Scenario(s)

You are teaching Susanna. She believes in heaven and hell. Teach her about the Kingdoms of Glory, and help her to understand what the difference between them is.

Comparative Adverbs

Kun rukoilemme				**saamme**			**opastusta**	**selkeämmin.**	
When we pray				*we receive*			*guidance*	*clearer.*	
Kun pitä- käskyt	**+n**	**+mme**		**tuntE~~A~~ → tunne-**	**+n**	**+mme**	**Pyhän Hengen**	**paremmin**	**+mmin**
When keep the commandments	**+t**	**+tte**		*feel*	**+t**	**+tte**	*the Holy Spirit*	*better*	
Kun seuraa- Kristusta	**DLV**	**+vat**		**saa~~DA~~ → saa-**	**DLV**	**+vat**	**opastusta**	**voimakkaa-**	
When follow Christ				*receive*			*guidance*	*more powerful*	
Kun rukoile-								**selkeä-**	
When pray								*clearer*	
Kun luke-			**Milloin**					**vaikuttava-**	
When read			*When*					*more impressive*	
Kun ole- kuuliaisia								**nopea-**	
When are obedient								*faster*	

Milloin tunnemme Pyhän Hengen voimakkaammin?

When do we feel the Holy Ghost more powerful?

Kun pidämme käskyt tunnemme Pyhän Hengen voimakkaammin.

When we keep the commandments we feel the Holy Ghost more powerful..

Function: Asking about and describing actions and events
Context: Blessings from keeping the commandments

Scenario

You taught Antti yesterday, and invited him to read 3 Nephi 11, and to pray about Joseph Smith / your message. After a dinner appointment with a member, you happen to be in the area. You and your companion decide to stop by and to follow-up. He says that he has not read nor prayed. Promise Antti blessings for reading and praying. Use the board display and any other grammar principles that you know to help Antti.

1. Practice: In pairs, one missionary will take the role of Antti and the other will fill the role of the missionary. Promise Antti blessings to help him to read and pray.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Kun luemme, tunnemme Pyhän Hengen voimakkaammin.

Additional Scenario(s)

You and your companion are setting goals for next week. Tell your companion what you want to improve in (using comparative adverbs).

Asti (until)

Me	**suunnittelemme**		**kello kymmeneen**	**asti.**
We	*plan*		*ten o'clock*	*until.*

Me	**opiskelemme**	**-ko**	**kello kymmeNEN** ➔	**kello kymmeneen**
We	*study*	*?*	*ten o'clock*	
Lähetyssaarnaajina	**työskentelemme**		**kello yhdeksÄN** ➔	**kello yhdeksään**
As missionaries	*work*		*nine o'clock*	
	suunnittelemme		**puoli kymmeNEN** ➔	**puoli kymmeneen**
	plan		*half past nine*	
	valmistaudumme		**kello puoli seitsemÄN** ➔	**kello puoli seitsemään**
	prepare		*half past six*	

asti	
until	

Opiskelemmeko kello kymmeneen asti?

Do we study until ten o'clock?

Lähetyssaarnaajina opiskelemme kymmeneen asti.

As missionaries we study until ten o'clock..

Function: Asking and answering questions of time, date, and location
Context: Explaining your daily schedule to someone

Scenario

Your mission president called you and informed you that you and your companion would be receiving a mini missionary for the following ten days. You go and pick Sisar/Vanhin Kosonen up from the train station. Explain her/him what your daily schedule is like. Use the board display and any other grammar principles that you know to explain.

1. Practice: In pairs, one missionary will take the role of sisar/vanhin Kosonen and the other will fill the role of the missionary. Explain sisar/vanhin Kosonen what your schedule is like.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Member: Mitä te teette lähetyssaarnaajina? Missionary: Me opiskelemme kello kymmeneen asti.

Additional Scenario(s)

Markus got baptized and confirmed the previous Sunday. You want to make sure he understands how important it is to endure to the end. Teach Markus about enduring to the end.

Inherent Ability

Meidän	**ei ole**	**terveellistä**	**juoda**	**kahvia.**
Ours	*is not*	*healthy*	*to drink*	*coffee*

Minun	**Meidän**
Sinun	**Teidän**
Hänen	**Heidän**

Mitä
What

on
is
oli
was

ei ole
is not
ei ollut
was not

hyvÄ → **helppoa**
good
helppO → **helppoa**
easy
vaikeA → **vaikeaa**
difficult

terveelli~~NEN~~ → **terveellistä**
healthy
hyödylli~~NEN~~ → **hyödyllistä**
beneficial
mahdolli~~NEN~~ → **mahdollista**
possible
viisAS → **viisasta**
wise

olla
to be

käyttää
to use
pitää
to keep
noudattaa
to obey
juoda
to drink
polttaa
to smoke

kuuliainen/kuuliaisia
obedient/obidient(pl.)

sitoumusta
commitment
rukousta
prayer
tupakkaa
tobacco
kahvia
coffee
teetä
tea
alkoholia
alcohol
huumeita
illegal drugs

Mitä meidän ei ole hyvä polttaa?
What is not good for us to smoke?
Meidän ei ole hyvä polttaa tupakkaa.
It is not good for us to smoke tobacco.

The subject is in genetive.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Word of Wisdom

Scenario

After teaching the message of the Restoration to your new investigator Mikko you and your companion give an example of modern-day revelation and how it blesses our lives. You decide to teach about the Word of Wisdom.

1. Practice: Give missionaries a few minutes to prepare one or two scripture passages they would like to share along with their message. Have one missionary be the investigator while another missionary teaches him or her. While missionaries are preparing have them also think or one or two questions they can ask as the investigator.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Meidän ei ole hyödöllistä polttaa tupakkaa.

Additional Scenario(s)

You knocked on someone's door and a young adult age man aswers. You began immediately to teach and testify of a living prophet, the man who answered the door asks what kind of things your living prophet teaches. Teach him about commandments. Example: Investigator: Mitä teidän profeetta opettaa? Missionary: Hän opettaa että meidän ei ole terveellistä juoda alkoholia.

Future

Sinä	**tulet**		**tuntemaan**		**Jumalan rakkauden.**
You	*come*		*to feel*		*God's love.*
Sinä	**tuL~~LA~~ → tulet**	**-ko**	**tunt~~EA~~ → tunte-**	**+maan**	**totuuden**
You	*come*	*?*	*to feel*		*truth*
Minä	**tuL~~LA~~ → tulen**		**saa~~DA~~ → saa-**		**Jumalan rakkauden**
I	*come*		*to receive*		*God's love*
Hän	**tuL~~LA~~ → tulee**		**uskO~~A~~ → usko-**		**rauhan**
He/she	*comes*		*to believe*		*peace*
Me	**tuL~~LA~~ → tulemme**		**kasvA~~A~~ → kasva-**		**vastauksia**
We	*come*		*to grow*		*answers*
					Kristusta
					Christ
					rakkaudessa
					in love
					uskossa
					in faith

Tulenko saamaan vastauksia?
Will I come to receive answers?
Sinä tulet saamaan vastauksia.
You will come to receive answers.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Promising blessings

Scenario

You have just taught Mika about the Word of Wisdom. You want him to be sure that he is able to quit smoking. Promise him blessings that come from keeping the Word of Wisdom. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Mika and the other will fill the role of the missionary. Promise Mika blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity. Example: Missionary: Sinä tulet tuntemaan Jumalan rakkauden.

Additional Scenario(s)

You just taught Oona about the Restoration. You invited her to read the Book of Mormon. Promise Oona blessings that she can receive from reading the Book of Mormon.

Conceptual Practice: joka vs. että vs. tuo

INSTRUCTIONS:

Identify in which sentences you would use joka, että or tuo.

1. Everything that is good comes from God.
2. I know that Joseph Smith was a prophet.
3. That was a good meeting.
4. We gave a Book of Mormon to that man.
5. We taught him that he can pray and ask God if it is true.
6. She said that she prays every day.
7. Heaven and angels were the first things that he wanted to learn about.
8. We will answer that question later.
9. The Bishop is in that room.
10. Those who follow Jesus Christ will receive eternal life.
11. He told us that he would come to church.
12. She remembered that we asked her to read.
13. Alma testifies about that in chapter 36.
14. Christ is the way that we can return to Heavenly Father.
15. The chapters that we read together were perfect.
16. The family that we talked to in the store wanted to learn more.
17. The peace that you have felt is the Holy Ghost.
18. We promise that your faith will grow if you keep the commandments.

INSTRUCTIONS:

Identify in which sentences you would use jos and which ones -ko.

1. If we keep the commandments, then God will bless us.
2. Timo doesn't know if he can come.
3. What will we do if it rains?
4. Pray and ask God if the church is true.
5. If you ask God with a sincere heart, He will answer.
6. I am not sure if we have the right address.
7. God doesn't care if you are rich or poor.
8. I wonder if she reads the Bible.
9. If you have any questions, you can call us.
10. Suvi is trying to decide if she wants to get baptized.
11. We called Mikko to ask if he would give us a ride to church.
12. If you read the Book of Mormon every day, you will feel the Holy Ghost.

VERBS

INFINITIVE ENDS IN:	INFINITE EX.	ACTIVE PRESENT +	PRESENT -	PAST +	PAST -	CONDITIONAL	IMPERATIVE SINGULAR +	SINGULAR -	PLURAL +	PLURAL -	PASSIVE PRESENT +	PRESENT -	PAST +	PAST -	CONDITIONAL
				(Plural: -ut/yt + eet)											
(v)a/(v)ä	kertoa	kerto	kerro	kertoi	kertonut	kertoisi	kerro	älä kerro	kertokaa	älkää kertoko	kerrotaan	kerrota	kerrottiin	kerrottu	kerrottaisiin
ia/iä	oppia	oppi	opi	oppi	oppinut	oppisi	opi	älä opi	oppikaa	älkää oppiko	opitaan	opita	opittiin	opittu	opittaisiin
ea/eä	lähteä	lähte	lähde	lähti	lähtenyt	lähtisi	lähde	älä lähde	lähtekää	älkää lähtekö	lähdetään	lähdetä	lähdettiin	lähdetty	lähdettäisiin
tuntea	tuntea	tunte	tunne	tunsi	tuntenut	tuntisi	tunne	älä tunne	tuntekaa	älkää tunteko	tunnetaan	tunneta	tunnettiin	tunnettu	tunnettaisiin
-a, _-_aa (2syl.)	laulaa	laula	laula	lauloi	laulanut	laulaisi	laula	älä laula	laulakaa	älkää laulako	lauletaan	lauteta	laulettiin	laulettu	laulettaisiin
aa/ää	pitää	pitä	pidä	piti	pitänyt	pitäisi	pidä	älä pidä	pitäkää	älkää pitäkö	pidetään	pidetä	pidettiin	pidetty	pidettäisiin
l,n ,p ,r(vv)taa/tää	pyytää	pyytä	pyydä	pyysi	pyytänyt	pyytäisi	pyydä	älä pyydä	pyytäkää	älkää pyytäkö	pyydetään	pyydetä	pyydettiin	pyydetty	pyydettäisiin
tietää	tietää	tietä	tiedä	tiesi	tiennyt	tietäisi	tiedä	älä tiedä	tietäkää	älkää tietäkö	tiedetään	tiedetä	tiedettiin	tiedetty	tiedettäisiin
(vv) da/dä	saada	saa	saa	sai	saanut	saisi	saa	älä saa	saakaa	älkää saako	saadaan	saada	saatiin	saatu	saataisiin
ida/idä	voida	voi	voi	voi	voinut	voisi	voi	älä voi	voikaa	älkää voiko	voidaan	voida	voitiin	voitu	voitaisiin
(vV) da/dä	syödä	syö	syö	söi	syönyt	söisi	syö	älä syö	syökää	älkää syökö	syödään	syödä	syötiin	syöty	syötäisiin
käydä	käydä	käy	käy	kävi	käynyt	kävisi	käy	älä käy	käykää	älkää käykö	käydään	käydä	käytiin	käyty	käytäisiin
hdä	tehdä	teke	tee	teki	tehnyt	tekisi	tee	älä tee	tehkää	älkää tehkö	tehdään	tehdä	tehtiin	tehty	tehtäisiin
ata/ätä	tavata	tapaa	tapaa	tapasi	tavannut	tapaisi	tapaa	älä tapaa	tavatkaa	älkää tavatko	tavataan	tavata	tavattiin	tavattu	tavattaisiin
(v)ta/(v)tä	pudota	putoa	putoa	putosi	pudonnut	putoaisi	putoa	älä putoa	pudotkaa	älkää pudotko	pudotaan	pudota	pudottiin	pudottu	pudottaisiin
ita/ätä	tarvita	tarvitse	tarvitse	tarvitsi	tarvinnut	tarvitsisi	tarvitse	älä tarvitse	tarvitkaa	älkää tarvitko	tarvitaan	tarvita	tarvittiin	tarvittu	tarvittaisiin
eta/etä	ilmetä	ilmene	ilmene	ilmeni	ilmennyt	ilmenisi	ilmene	älä ilmene	ilmetkää	älkää ilmetkö	ilmetään	ilmetä	ilmettiin	ilmetty	ilmettäisiin
lla/llä	ajatella	ajattele	ajattele	ajatteli	ajatellut	ajattelisi	ajattele	älä ajattele	ajatelkaa	älkää ajatelko	ajatellaan	ajatella	ajateltiin	ajateltu	ajateltaisiin
nna/nnä	mennä	mene	mene	meni	mennyt	menisi	mene	älä mene	menkää	älkää menkö	mennään	mennä	mentiin	menty	mentäisiin
rra/rrä	purra	pure	pure	puri	purrut	purisi	pure	älä pure	purkaa	älkää purko	purraan	purra	purtiin	purtu	purtaisiin
sta/stä	päästä	pääse	pääse	pääsi	päässyt	pääsisi	pääse	älä pääse	pääskää	älkää pääskö	päästään	päästä	päästiin	päästy	päästäisiin
juosta	juosta	juokse	juokse	juoksi	juossut	juoksisi	juokse	älä juokse	juoskaa	älkää juosko	juostaan	juosta	juostiin	juostu	juostaisiin

PERSONAL PRONOUNS & VERB SUFFIXES (for active voice)

	SINGULAR +	SINGULAR -	PLURAL +	PLURAL -
minä	__n	en__	me	__mme	emme__
sinä	__t	et__	te	__tte	ette __
hän	__(DLV)*	ei__	he	__vat/vät	eivät __
se	__(DLV)*	ei__	ne	__vat/vät	eivät __

*present tense only (past tense & conditional mood don't double)

PERFECT TENSES

Conjugated olla verb in front of a past participle

PRESENT +	PRESENT –
on syönyt (has eaten)	ei ole syönyt (has not eaten)
PAST +	**PAST –**
oli syönyt (had eaten)	ei ollut syönyt (had not eaten)

PARTICIPLES

PRESENT ACTIVE	PRESENT PASSIVE
syövä mies	syötävä mies
eating man	edible man
PAST ACTIVE	**PAST PASSIVE**
syönyt mies	syöty mies
has eaten man	has been eaten man

ADVERBS (-ly)

Adjective Singular Stem +sti

hidas > hitaasti
(slow) > (slowly)

COMPARATIVE ADVERBS (more -ly)

Comparative Adjective + n (softens)

hitaampi > hitaammin
(slower) > (more slowly)

INFINITIVES

(a P.P.G.S. may need to be added to some of these)

1st:	infinitive	"to" verb	syödä
	infinitive + ksi	"in order to" verb	syödäksi
2nd:	infinitive – a/ä +essa/ä	"while" verbing	syödessä
	infinitive –ea/ä +iessa/ä		lukiessa
	infinitive –a/ä +en	"ing" adverb	syöden
	infinitive –ea/ä +ien		lukien
3rd:	basic stem +ma/ä	"ing" verb (adj. or noun)	syömä
	basic stem +maan/mään	"into" verb	syömään
	basic stem +massa/mässä	"ing" verb (in process of)	syömässä
	basic stem +masta/mästä	"from" –ing verb	syömästä
	basic stem +malla/mällä	"by" –ing verb	syömällä
	basic stem +matta/mättä	"without" –ing verb	syömättä
4th:	basic stem +minen	"ing" verb (noun)	syöminen
5th:	basic stem +maisilla/mäisillä	"about to" verb	syömäisillä

NOUNS AND ADJECTIVES

INFINITIVE	SINGULAR				PLURAL			
	INFINITIVE Ex.	STEM	PARTITIVE	ILLATIVE (into)	STEM	GENETIVE	PARTIVIVE	ILLATIVE (into)
vv (1 syl.)	puu	puu	puuta	puuhun	pui	puiden	puita	puihin
vV (2 syl.)	yö	yö	yötä	yöhön	öi	öiden	öitä	öihin
vv (2 syl.)	vapaa	vapaa	vapaata	vapaaseen	vapai	vapaiden	vapaita	vapaisiin
a/ä (3+ syl.)	asia	asia	asiaa	asiaan	asioi	asioiden	asioita	asioihin
a(a,e,i in 1st of 2 syl.)	sana	sana	sanaa	sanaan	sanoi	sanojen	sanoja	sanoihin
a/ä (2+ syl.)	hyvä	hyvä	hyvää	hyvään	hyvi	hyvien	hyviä	hyviin
ea/eä, oa/öä	tärkeä	tärkeä	tärkeää	tärkeään	tärkei	tärkeiden	tärkeitä	tärkeisiin
o/ö, u/y	katu	katu	katua	katuun	katui	katujen	katuja	katuihin
lo/lö, ro/rö (3+ syl.)	numero	numero	numeroa	numeroon	numeroi	numeroiden	numeroita	numeroihin
io/iö	radio	radio	radiota	radioon	radioi	radioiden	radioita	radioihin
e	tarve	tarpee	tarvetta	tarpeeseen	tarpei	tarpeiden	tarpeita	tarpeisiin
i	koti	koti	kotia	kotiin	kotei	kotien	koteja	koteihin
lääkäri	lääkäri	lääkäri	lääkäriä	lääkäriin	lääkärei	lääkäreiden	lääkäreitä	lääkäreihin
tai (week days)	tiistai	tiistai	tiistaita	tiistaihin	tiistai	tiistaiden	tiistaita	tiistaihin
i	nimi	nime	nimeä	nimeen	nimi	nimien	nimiä	nimiin
lumi	lumi	lume	lunta	lumeen	lumi	lumien	lumia	lumiin
li, ni, ri	kieli	kiele	kieltä	kieleen	kieli	kielten	kieliä	kieliin
si	tosi	tote	totta	toteen	tosi	tosien	tosia	tosiin
lapsi	lapsi	lapse	lasta	lapseen	lapsi	lasten	lapsia	lapsiin
mpi (comparative)	isompi	isompa	isompaa	isompaan	isompi	isompien	isompia	isompiin
in (superlative)	isoin	isoimpa	isointa	isoimpaan	isoimpi	isoimpien	isoimpia	isoimpiin
on/ön, in	työtön	työttömä	työtöntä	työttömään	työttömi	työttömien	työttömiä	työttömiin
an/än, in	sydän	sydäme	sydäntä	sydämeen	sydämi	sydämien	sydämiä	sydämiin
nen	ihminen	ihmise	ihmistä	ihmisteen	ihmisi	ihmisten	ihmisiä	ihmisiin
vasen	vasen	vasempa	vasempaa	vasempaan	vasempi	vasempien	vasempia	vasempiin
jäsen	jäsen	jäsene	jäsentä	jäseneen	jäseni	jäsenten	jäsiniä	jäseniin
el	askel	askelee	askelta	askeleeseen	askelei	askeleiden	askeleita	askeleisiin
ar/är	tytär	tyttäre	tytärtä	tyttäreen	tyttäri	tyttärien	tyttäriä	tyttäriin
er	manner	manteree	mannerta	mantereeseen	manterei	mantereiden	mantereita	mantereisiin
as/äs, es, is	hidas	hitaa	hidasta	hitaaseen	hitai	hitaiden	hitaita	hitaisiin
mies	mies	miehe	miestä	mieheen	miehi	miesten	miehiä	miehiin
os/ös, us/ys	kiitos	kiitokse	kiitosta	kiitokseen	kiitoksi	kiitosten	kiitoksia	kiitoksiin
(vv) S	rakkaus	rakkaute	rakkautta	rakkauteen	rakkauksi	rakkauksien	rakkauksia	rakkauksiin
t	lyhyt	lyhye	lyhyttä	lyhyeen	lyhyi	lyhyiden	lyhyitä	lyhyihin
t (inherently plural)	kasvot	kasvo	-	-	kasvoi	kasvojen	kasvoja	kasvoihin
kevät	kevät	kevää	kevättä	kevääseen	keväi	keväiden	keväitä	keväisiin
(foreign words)	dollar	dollari	dollaria	dollariin	dollarei	dollareiden	dollareita	dollareisiin

CASES	SINGULAR STEM	PLURAL STEM
Nominative	Infinitive	+t
Accusative	+n	+t
Genetive	+n	(see chart)
Partitive	(see chart)	(see chart)
Illative	(see chart)	(see chart)
Inessive	+ssa/ssä	+ssa/ssä
Elative	+sta/stä	+sta/stä
Allative	+lle	+lle
Adessive	+lla/llä	+lla/llä
Ablative	+lta/ltä	+lta/ltä
Translative	+ksi	+ksi
Essive	+na/nä	+na/nä
Abessive	+tta/ttä	+tta/ttä
Commitative	+ne	+ne
Instructive	+n	+n

PERSONAL PRONOUN GENETIVE SUFFIXES (P.P.G.S.)

SINGULAR	PLURAL
minun ___ni	meidän ___mme
sinun ___si	teidän ___nne
hänen ___(DLV)+n	heidän ___(DLV)+n
or ___nsa/nsä	or ___nsa/nsä

COMPARATIVE ADJECTIVES

(more . . . -er)

Adjective Singular Stem + mpi

lämmin > lämpimämpi
(warm) > (warmer)

except if 2 syllables ending in a/ä, then – a/ä and add empi

kylmä > kylmempi
(cold) > (colder)

SUPERLATIVE ADJECTIVES

(most . . . -est)

Adjective Plural Stem + n

hidas > hitain
(slow) > (slowest)

except if infinitive ends in l a, then – a + in

vanha > vanhin
(old) > (oldest)

except if plural stem ends in ii, then – ii and + ein

kaunis > kaunein
(beautiful) > (most beautiful)

ALL WORDS

VOWEL HARMONY

a	e	ä
o	i	ö
u		y

CONSONANT GRADATION

Soften when adding a consonant or consonant, consonant, vowel (except PPGS).

tt > t > d	uku > uvu
kk > k > -	yky > yvy
pp > p > v	mp > mm
nt > nn	nk > ng
lt > ll	lke > lje
rt > rr	rke > rje
ht > hd	hke > hje

NO GRADATION

kp	pk
kt	tk
pt	tp
sk	ks
sp	ps
st	ts

LEGEND

vv = double vowel
vV = different vowels
syl. = syllable
DLV = double last vowel

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

Missionary Training Center